

Break

Going it alone?

The Cambridge Institute of Education has always been something of an anomaly and things are not getting any better.

The Institute was established in 1951 after the McNair report recommended that area training organizations for the initial and further education of teachers be set up at the major universities. These were duly established, though there was some grumbling on the part of Oxford and Liverpool universities. Only Cambridge in the end totally refused shelter under its umbrella.

So the Cambridge Institute, who became the umbrella body for 10 colleges covering the six East Anglian counties, remained out on its own, funded directly by the Department of Education and Science.

New the ATOs have been disbanded and teacher training places cut. Of the 10 colleges, Suffolk, Walsden is closing. Rockingham, in Bishop's Cleeve and Puttlesham, Bury in Luton are likely to do the same. The two Bedford colleges are amalgamating with Mander College and have got CNA validation. St. Oystin's in Clacton-on-Sea is merging with Colchester College of Technology and Art and will probably also get CNA validation. In Hertfordshire, Bulls Park and Wall Hall are to merge on one site. If anyone can ever decide which one, the DES assumed it would be Wall Hall. The local authority decided on Bulls Park and the wrangling is far from over.

These colleges were among the pioneers of the CNA in-service BEd, so they will need the institute's validation only for the certificate course until that, too, can be validated by the CNA. Kewick Hall in Norwich already has a BEd validated by the University of East Anglia, and hopes to have an all BEd entry by 1977. That leaves only Homerton College, Cambridge, of the institute's former satellites. Its fate is in the balance. If it is satisfactorily settled, the institute will be without any validating function by 1980.

The institute's future, in the view of the director, Joyce Skinner, must therefore depend upon attracting more research and on in-service training, since they do no initial training.

At present, the little research based in the institute consists of purely personal projects. Margaret Peters has continued her work on spelling there. John Elliott, who joined the institute in January—

"He's marvellous at stirring things up without the backing people"—is working on the Schools Council project "Progress in Learning Science".

Joyce Skinner would like to set up more operational research, based on groups of local teachers, which would foster the institute's contacts with schools. John Elliott's work on the Humanities Curriculum Project should provide some useful links, and John Sims, who teaches the three to 14 child development and organization courses, has wide spread contacts in primary schools.

Apart from that, the institute will continue to run its own diploma and certificate courses, based at or staffed from its 1964 high class modern building. This is tucked away in that uninspired service area of Cambridge near the station, favoured by government offices and commercial enterprises, such as the Cambridge University Press.

The institute is a calm, civilized, place with polished wood block floors and internal glass walls, looking onto a tasteful paved garden, complete with winsome statue. The 120 full-time students, 10 Commonwealth students and 70 to 80 part-timers who come in on Friday afternoon are all experienced teachers, and there is no strident student atmosphere. The place could almost be a rest centre for refugees from the blackboard jungle. There is much talk of reassessing philosophy, rather less of how to cope with this or that emergency.

University entrance

Such a future has its dangers: that of excessive cashness and isolation and too great a dependence on secondment when local authorities are cutting back. So far, the institute has had no trouble filling places, though the pattern of part-



"On the other hand if enough people resign, the cuts may not be necessary."

time secondment has been changed to suit the LCA's from black full-time secondment to half a day a week. At present, too, teachers seem to be prepared if necessary to pay petrol to drive to courses.

Secondary reorganization, language across the curriculum and more competition for promotion within schools seem to be providing plenty of motivation. In the past couple of years the institute has completely reorganized its advanced diploma courses, from the straight psychology, philosophy, sociology and to a flexible variety of main and supporting courses. It has also started 25 seven evening courses for the certificate of further professional study at local centres in their catchment area. These can be mounted quickly to meet a local need and discontinued when saturation is reached.

There is an abiding fear of this narrowing vista for the institute, which is to join the department in creating a School of Education in the university. But little progress is being made. The whole thing hangs upon the whim, fancy, generosity, arrogance—the words depend on your viewpoint—of the senate of the ancient university of Cambridge.

Cambridge has been second only to Oxford in its reluctance not to get involved with education. But unlike Oxford, it has recently appointed a professor of education, Paul Hirst, and established an honours BEd and a BA in educational studies. They have not however gone to the lengths of having a school of education and their postgraduate certificate is in theory examined not by them but by the institute.

Final solution

Once the situation is sorted out Joyce Skinner would also like the institute merged with the department as "the only sensible solution". She has long been opposed to the binary system, pressing for national planning of higher education throughout her years as a college principal, as one-time chairman of the Association of Teachers in Colleges and Departments of Education and as a member since it began of the education committee of the CNA. She is not keen on small monotechnic institutions and wants to break down barriers between subjects, departments and schools, not only within institutions but also between them.

However, the university may not share her view. There are two likely stumbling blocks. Cambridge does not accept any part-time students, even those doing PhDs. It is worried about the institute's non-graduate intake. Joyce Skinner's view, provision for teacher training will need to contain a large part-time element and will involve non-graduates, at least until the end of the century. "Unless this can be done the institute would be doing down the teachers in this area."

The institute's success in this

area, and indeed in Joyce Skinner's view the viability of reorganizing teacher training, will depend on the level of release for in-service training being raised to something like the 3 per cent promised in the White Paper. Without it the 12,500 places which are intended for in-service training in the DES plans will simply not be filled, the remaining training institutions will be too small to function effectively, and there are few signs of genuine integration into diverse institutions which would offset the smallness. A gloomy prospect.

Aristides



BUCKLEY

Where the press and broadcasting are concerned, there are educationists and educationists. Some wait their winged words towards you as often as they can. They never miss a chance.

In the popular newspapers and the more serious journals, in the Sundays, the weeklies and the monthlies, they seem to be always present with their pieces of advice. And when they are not on the page before you they are to be heard or seen in every sort of chat show on the air. Of course, you never remember what they say. They speak too much and too often.

At the other extreme is the man who never utters a public word. You wish that he would. You have seen him at his work and you know that his contribution to the wider debate could be immense. But he will not be persuaded. He prefers to get on with his job.

In between comes that blessed educationist who intervenes but rarely says anything of any effect. Such a man was Dr. I. A. Pugh, who used to run the Joint Matriculation Board. He seldom emerged from behind the scripts, but when he did you could always be sure that he had something significant and worthwhile to say.

If I mention him now in this column, as I have doubtless mentioned him before, it is because we need Dr. Pugh again. He, some readers may remember, was the man who could point out from his experience as an examiner, how misleading and indeed meaningless the titles of schools could be.

Secondary moderns sometimes did work well in advance of the

grammar schools. So-called secondary schools offered good common learning home the lesson that classification of the school was of first importance. What mattered was the teaching staff on inside it and the quality of its work.

It was salutary to have a reminder at one side a quarter of a century ago when the comprehensive movement was in full spate. But again, I opened *The Times* and read this article. A sentence imposed a monstrous system of comprehensive education by the face of considerable public opinion about its benefits. "I read this, I thought, was a damn good idea."

It is not, I freely confess, a debate that I now find about my interest in it was so great by something that I read in *The Guardian*.

In good voice last night, Fairbairn, its education correspondent, reported, "the Open Education spokesman, Mr. St. John-Stevens, claimed that the Government's education would strike a 'near fatal' blow to the future of 'one of the brightest jewels in Britain's crown'—church choirs and music education. This music, he had been nourished and inspired by the choir schools which now under attack."

That bit about our cultural was, of course, too much for the cheeky *Guardian*. "On inquiries suggest that Mr. Stevens is mistaken," he told us, as he went on to assure us from the DES that the future of the choir school was safe. "The brightest jewel of our cultural crown," he said, "should apparently continue to shine."

The Opposition's concern for choir schools had given *The Guardian* some fun. But Mr. Fairbairn added something that was not to be taken lightly. "It is likely to be told us," he told us, "that to protect schools with good reputations for mathematics and language teaching."

Here I felt was the best of fine old shindig. But why mathematics and languages? Music and ballet for the masses? Collier, building machine in infancy. Samuel Johnson was at two-name any subject and story will turn up early later. Name any subject too and is a school somewhere that particular reputation in the

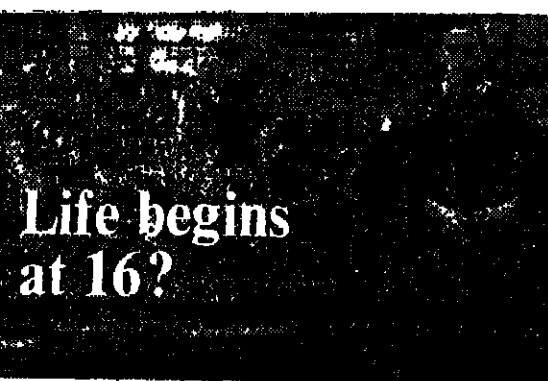
It seemed to me that Mr. Stevens had a number of jewels in his crown. And I remember the fuss that there was when it was suggested that mathematics should get a special status. I could foresee poor Mr. Fairbairn having a dreadful time as he tried to pick and choose.

(a) Not a good move at all since it leaves Black in a position and constricted a position. It was 6... B-K2 and if then 7... Kt-K5; 8... B-K1; Kt-B4; 9... R-K1, 0-0; 8... P-K5, Kt-K4; 9... Pst; 10... KtP, P-Q3 (W...).

(b) A line introduced by Soviet grandmaster, E. Collier, in international chess in 1968 and with which he had considerable success. As will be seen, it is to accentuate the pressure on White's king.

(c) The weakness of the position is that, by putting another white square in a position with little or no scope for Black. But if instead 12... P-Q4; 13... B3, B-Q3; 14... Kt-Q5; and White has very much the upper hand.

(d) This loses quickly. However, his position was not so bad that it is difficult to leave it. It was 14... P-K5; 15... B-R6; 16... B3, B-Q3; 17... Kt-Q5; and White would still have a winning advantage after 16... Kt-Q5; 17... Kt-Q5; 18... B-R6; 19... B3, B-Q3; 20... Kt-Q5; 21... Kt-Q5; 22... B-R6; 23... B3, B-Q3; 24... Kt-Q5; 25... B-R6; 26... B3, B-Q3; 27... Kt-Q5; 28... B-R6; 29... B3, B-Q3; 30... Kt-Q5; 31... B-R6; 32... B3, B-Q3; 33... Kt-Q5; 34... B-R6; 35... B3, B-Q3; 36... Kt-Q5; 37... B-R6; 38... B3, B-Q3; 39... Kt-Q5; 40... B-R6; 41... B3, B-Q3; 42... Kt-Q5; 43... B-R6; 44... B3, B-Q3; 45... Kt-Q5; 46... B-R6; 47... B3, B-Q3; 48... Kt-Q5; 49... B-R6; 50... B3, B-Q3; 51... Kt-Q5; 52... B-R6; 53... B3, B-Q3; 54... Kt-Q5; 55... B-R6; 56... B3, B-Q3; 57... Kt-Q5; 58... B-R6; 59... B3, B-Q3; 60... Kt-Q5; 61... B-R6; 62... B3, B-Q3; 63... Kt-Q5; 64... B-R6; 65... B3, B-Q3; 66... Kt-Q5; 67... B-R6; 68... B3, B-Q3; 69... Kt-Q5; 70... B-R6; 71... B3, B-Q3; 72... Kt-Q5; 73... 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Public poll shows signs of progress in race relations

More black than white people are satisfied with their local schools but they also believe their children face racial prejudice, a survey published this week by the Community Relations Commission reveals.

It also shows that the average man in the street believes children are not racially prejudiced. Education is not considered an important cause of "coloured" deprivation as a majority of black and white people think schools are offering their children what they need.

The survey was carried out for the CRC by National Opinion Polls during 1974-75. Its aim was to find out what ordinary people feel about race relations in Britain.

The samples were selected to be as representative as possible. They consisted of 1,000 white and 1,000 coloured people who answered detailed questions and talked informally, in groups and alone, about education, immigration, employment, prejudice and cultural differences.

The main conclusion of the survey is that there are grounds for "cautious optimism" about race relations. One of these is that young people are markedly more tolerant and accept more readily that Britain is a multi-racial country. Few people, whatever their colour, spontaneously mention race as a problem. The balance of white opinion is in favour of steps being taken to improve race relations.

The differences in attitude between old and young seem to arise from differences in the degree and nature of contact with other races. Young people see far more than their parents did of other races at school and work.

However, although young white people are more tolerant than their parents and more optimistic about race relations in the long term, young black people are less optimistic than their parents. More young people think that immigrants should keep their cultural identity, particularly young blacks.

Older people's relationships are more strained because whites see blacks as newcomers and a threat. The two groups have not had enough experience of each other to help them overcome barriers created by differences of dress, language and skin colour, the CRC thinks.

Twice as many of the coloured sample had children of school age,

by Frances Stadlen

West Indians being likely to have the most.

Both samples were asked what they thought were the main difficulties facing schools in their areas. A clear majority of both thought schools were offering children what they needed and few thought the number of immigrant pupils in a school was a problem. Most said that some black children were cleverer than white children.

Overcrowding in schools was thought to be the most pressing problem, with staff shortages coming second. Significantly more of the white sample singled out the comprehensive system, poor discipline and the raising of the school leaving age as problems.

Overcrowding was chosen by over a third of the white sample as a problem and they saw it as more important than any other single issue. Only a quarter of the coloured sample chose it.

Twice as many of the coloured sample put a tick against "no problems" and consistently saw every problem on the list as less or only as important as the white sample. However, in informal interviews, the coloured sample saw more problems than the white sample, and named prejudice as the worst one.

Both samples agreed that language difficulties held black children back, but both tended to agree that they had not brought down the general standard of education in school. However, the main worry of the white sample was that language difficulties among black children would endanger standards and a majority of them thought teachers had to spend more time with them than with white children.

The coloured sample disagreed about this, as they did about the degree of parents' involvement with their children, the issue on which there was the widest divergence of opinion between the two samples.

Most parents in the coloured sample thought they were strict with their children, whereas only a minority of the white ones thought this was the case. Similarly, the coloured sample thought that they took more interest in their children's education than white parents, who again disagreed.

The involvement of the two samples in school was similar, though more West Indians than

Asians took an active interest. Two-thirds of both samples said they looked at their children's homework. More than 80 per cent of parents had met their children's teachers, but the opportunity to do so was greater among the white sample, more of whom knew there was a parent teacher association at their child's school. However, a higher proportion of the coloured sample who belonged to a PTA went to meetings.

Most children took part in outside activities arranged by the school, such as sport and music. Few parents in either sample said their children belonged to organizations like the Scouts or Guides, but twice as many young whites (18 per cent) belonged to a youth club compared with young blacks (9 per cent).

The CRC concludes that public opinion would support efforts to improve race relations. They suggest stronger laws against discrimination, a drive to ensure everyone can speak English, television programmes showing how minority communities live and ways of enabling the different races to mix. The commission were encouraged by the fact that sustained questioning seemed to prompt the white sample to come up with surprisingly tolerant answers. This suggested to the CRC that a campaign for tolerance was likely to be effective.

The publication of the survey coincides with that of the Race Relations Bill, which proposes tougher anti-discrimination laws and positive discrimination in favour of ethnic minorities.

It also follows closely on a Political and Economic Planning report, *The Facts of Racial Disadvantage: A National Survey*, this showed that black discontent is not marked and that black people tend to find jobs and housing with discrimination. According to the PEP report, they suffer in silence.

The CRC says that the reason for the survey was to show that the silent majority are tolerant and positive and that extremists do not speak for them. They also wanted to inform the media about public opinion so wrong impressions could be corrected and unsubstantiated myths destroyed.

Some of My Best Friends . . . A Report on Race Relations Attitudes. The Community Relations Commission, Reference Division, 15-16 Bodley Street, London WC2E 9JX, 45p.



FE offers second chance to young blacks

by Philip V

Further education colleges in multi-racial areas should appoint a senior full-time lecturer with special responsibility for black students, says the Community Relations Commission in a booklet published on Monday.

The booklet was produced to encourage the colleges to be more active in offering tailor-made courses to young blacks who missed out at school.

Dr Alan Little, of the CRC, said that a large proportion of black youngsters many of them born here, were now leaving school badly equipped to find jobs.

There was no longer any argument that blacks did worse at schools than the indigenous whites, even the "poor whites". As well as having inadequate qualifications, blacks faced discrimination from employers at a time when there were fewer jobs for poorly qualified leavers.

The further education sector was best equipped to give them a second chance to improve their education.

A few colleges had pioneered appropriate courses for young blacks, but these were patchy. The booklet was designed to bring together as many examples as possible of best practices in the hope that other colleges would take them up.

"Further education has traditionally been more flexible than any other part of the education system and if it wishes it could accommodate the needs of, for instance, black young people or Asian women without massive reorganization," the booklet says.

Further education colleges were already used by many young blacks. Preliminary findings of a survey by the Office of Population Censuses and Surveys (to be published next

year) showed that more than 20 per cent of black school leavers went to a polytechnic. At college, although they spent time there on average, "it is not possible to say whether they found the experience satisfying than the white leavers, or whether they were more successful than group and are therefore more likely to move on more quickly."

One of the booklet's recommendations is that colleges should appoint a member of staff with special responsibility for the ethnic minority students. The booklet also keeps reminding the ethnic origins of the students and their failure to do well in examinations and find out the courses attracted them. The booklet could be used in a college could design more suitable courses.

The CRC says that some young blacks are hostile to the idea of returning to college and recommend that colleges put on courses in places where young blacks are concentrated.

The CRC also call on the Department of Education and Science to ensure new courses are developed all disadvantaged 16 and 17 olds; advise local authorities to appoint more blacks as governors; and recommend that colleges to make sure that all leavers who receive training have some experience of teaching or other ethnic groups.

A Second Chance. Community Relations Commission, 15-16 Bodley Street, London WC2E 9JX, 45p.

How teachers can help

Teachers in multi-racial schools accept that schools should make a positive effort to promote good race relations among pupils. This is one of the main findings of a teacher survey by the National Foundation for Educational Research as part of their Multiracial Education Project.

Ninety-four per cent of a national sample of 510 teachers in 25 schools agreed with the proposition and many also agreed with specific suggestions about how the responsibility might be carried out.

A majority thought that religious education should include teaching

about the religions of immigrant children whose religion demands it, children should be encouraged to wear national dress and religious symbols and their communities should include lessons on immigrants' culture and their contribution to the country. Teachers should be special cases where English is a foreign language and that the language of the pupils should be part of the curriculum. Teachers should be encouraged to be aware of the needs of pupils on race relations or that there is a great deal of racial bias in textbooks also got less support.

Keep languages for the gifted

Not only should primary French be abandoned but most secondary school language teaching should go as well, according to Mr Jim Simpson, a lecturer in modern languages at the University of East Anglia.

He told a symposium on language teaching in Norwich last week that learning a language should be delayed until the age of 14 and taught in intensive courses to gifted minorities.

"Modern languages as they are conceived at present do not fit into comprehensive education and mixed ability," he said. They were designed for grammar schools with a hierarchical structure in which progress depended on the accumulation of learning.

Instead of following conventional

language courses, pupils should study the people, culture and history of Europe. These courses would be run by the history department in modern languages departments in collaboration. They should get the flavour of languages, rather than survival skills courses in two or three languages.

Mr Simpson wanted modern languages taken out of the core curriculum and an increase in the number of pupils studying languages in the sixth form.

He criticized modern approaches to language teaching that emphasized the spoken word. The methods produced in the 1960s had meant a loss of excitement and any compensating increase in oracy.

DES sums on poly costs challenged

between 30 and 40 per cent to train a graduate in a polytechnic, a university, Mr. Soper, general secretary of the Association of University Teachers, said this week.

He split the education subcommittee of the Commons Expenditure Committee that the Department of Education and Science had been given to compare the comparative costs of the two institutions. He was also doubtful about the DES figures. In Parliament, Mr. Soper gave one set of figures for comparative costs, and two and a half months later produced a different set.

The AUE had repeatedly asked the DES how they had arrived at the figures, but there had been no reply. Meanwhile the union had asked on their own "rough and ready" figures, eliminating the cost of non-degree work from the polytechnic figures.

These showed that to produce a first degree graduate cost 30 to 40 per cent more in a polytechnic. At Loughborough University, for example, a first degree cost £665 a head, compared with £757 at the city's polytechnic. At Southampton University it cost £653, compared with £827 at Portsmouth Polytechnic.

The university figures would be even lower if the high cost of medical and veterinary work had not been included.

Professor W. V. Wallace, of the New University of Ulster, said all they wanted was "like compared with like" when policy decisions were made. In the past five years Ministers had made speeches about the advantages of one sector over another, without the backing of proper figures.

Earlier Lord Boyle, vice-chancellor of Leeds University and a former Education Minister, said he doubted whether the DES knew how university courses were organized. The Government's recent proposals on social security payments to students suggested that the DES did not realize how many courses needed vacation work. At Leeds 140 out of 251 schemes of study needed vacation work other than directed reading.

Giving evidence for the Vice-Chancellors' Committee, he said it was a mistake to have rushed through a definite policy on the binary system in the 1960s.

He agreed that there was a need to revive the Central Advisory Council to provide important new ideas. This was just as important when money for education was decreasing.

The council deferred a decision on the secondary reorganization of the Grantham and Corby Glen area of the county until they receive a report on the financial implications of the plan.

This is the fourth time that reorganization proposals for the Grantham area have been put forward. The former county council decided firmly in favour of a 11 to 16 comprehensive scheme, with a tertiary college, but their plan was foiled when the town's other grammar school, King's Boys, refused to join in. King's and KGS—abolished to saving their sixth forms removed under the plan.

Mr Ralph Bennett, chairman of the education committee, said this week that the county council had taken a "practical outlook".

Although a would have been placed if the Grantham plan had been approved—"the local populace obviously wants comprehensive education".

A Lincolnshire spokesman said this week that the L.A. should not have been named by the Department of Education and Science (DES last week) as one of the seven education authorities which operated a banding system.

Call to split up devolution Bill

The Association of County Councils want the Government to produce separate Bills on devolution for England and Wales.

This follows a meeting of the association's policy committee last week. The committee decided that since the two countries have different legal and local government systems, there would be considerable advantages for English and Welsh county councils if legislative proposals for Wales were contained in a separate Bill.

Diploma dropped

The Mathematical Association are to stop awarding their diploma in mathematics (teaching) because of falling demand and increased costs. Launched in 1961 to provide paper qualifications for these teaching O-level and first-year sixth-form mathematics, the association say the diploma has now been largely superseded by Colleges of Education examining their courses to three years, with BEds and mathematics diplomas and by the degrees of the Open University. The last examination will be held in November, 1977.

Time off for union officials

Further education teachers and local authorities have reached agreement over paid leave of absence for trade union representatives.

Colleges and polytechnics are to grant time off with pay for officials of four further education unions. The National Association of Teachers in Further and Higher Education announced the agreement today.

It covers the association, the National Society for Art Education, the Association of Principals of Colleges and the Association of Agricultural Education Staffs.

The Council of Local Education Authorities are sending copies of the agreement and a letter of guidance to local authorities, explaining who is eligible for leave of absence.

National, regional, local and college representatives are covered. No limit is specified as to the amount of time they can claim and it is to be left to local negotiations.

The letter says that support should also be given for training courses provided by the unions for their representatives. Local authorities are asked to provide accommodation for union meetings and an office, use of a telephone and typewriter, duplicating and photocopying equipment for essential union work. Materials and staff time are to be paid for by the union.

£1m industry project gets under way

The Schools Council have agreed in principle to spending £250,000 on a four-year project to make school pupils and college students more aware of industry.

A small planning committee has been set up, with three representatives each from the Confederation of British Industry, the TUC, and six teachers, under the chairmanship of Sir Alex Smith, chairman of the council. They will meet for the first time at the end of the month.

Earlier this year large firms and trade union representatives were asked what the project should include. Last week Sir Alex sent out letters asking teachers and educational representatives for their views.

He described the project as a very significant development in terms of the Schools Council's potential for improving the basis of our economic and social well-being. It was the most important project ever approved in principle by the Schools Council.

The planning committee will discuss the comments they receive, some of which have already come in, look at existing practices, and

decide where the need for curriculum development lies. They are due to report in the summer. If the go-ahead is given, a project director and team will be appointed. It is, therefore, unlikely that the project will get started before 1977.

The idea arose when the TUC approached Dr Lincoln Ralphs, when he was Schools Council chairman, asking for authentic teaching materials on trade unions. Dr Ralphs wanted to broaden it to include all aspects of industry, so the TUC and CBI were invited to join preliminary discussions on an industry project.

At this stage it was thought that the project would cost about £100,000 and would be funded by the TUC and the CBI. This would have been a new departure for the Schools Council and appeared to offer a new way of financing curriculum development.

However, such an innovation was thought by some to present problems of editorial control. At the time Sir Alex Smith took over the chairmanship of the Council this question was unresolved.

Comments, suggestions for links between education and industry and information on existing projects should be sent to Sir Alex Smith, Schools Council, 160 Great Portland Street, London W1.

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What Tyndale will mean to Taylor

Reform at the top — but County Hall keeps control

by Mark Jackson

Whatever shocks the report of the Tyndale inquiry may bring, the Inner London Education Authority are going to retain the world's largest centralized urban school administration. After three years of behind-the-scenes discussion, the authority's Labour majority have decided to forget ideas of reforming the structure.

Throughout the discussions, which led to the appointment of a confidential working party of the Labour group a year ago, a growing number of reformers among ILEA members and senior officers have been urging decentralization of the authority's 1,600-strong bureaucracy. Now, just when Tyndale appears to have confirmed their warnings about County Hall's dangerous remoteness from the reality in its 1,400 schools and other educational establishments, the reformers have abandoned their campaign. Instead they are planning their hopes on proposed changes at County Hall.

A report from the working party, who include most of the advocates of decentralization was presented to the Labour group this week. There is no mention of the schemes for devolution which they explored. Instead, the report proposes that the power of the education officer should be reduced.

The working party want the job redefined when the present holder, Dr Eric Briault, retires at the end of the year. The education officer should no longer be the sole official channel between the politicians and the administration. They propose that a number of senior officers should have direct access to the authority's committees. This, it is hoped, will keep members in closer touch with what is happening.

The reformers believe that the proposed change will have a considerable effect if the new educa-

The recommendations of the Taylor committee on school management and government are now likely to be directly influenced by the William Tyndale inquiry. The Inner London Education Authority are preparing to submit further evidence to the committee based on the inquiry report.

The eventual impact of Tyndale on the school system nationally will thus depend largely on the extent to which the inquiry chairman, Mr Robin Auld, QC, chooses to report the mass of information on the relationships between managers and everyone else involved in running schools produced by the inquiry.

This information is of a kind which the committee cannot hope to obtain from their own proceedings. These have mainly consisted of examining formal written statements from interested parties and visits to local authorities in England and Wales.

The facts in the possession of Mr Auld are the product of exhaustive interrogation of managers, teachers, politicians and administrators. They include reluctant admissions of attitudes and practices of a kind unlikely to be made under less pressing

circumstances. They reveal, therefore, a great deal about how the educational power structure and the associated political processes actually work, as distinct from how they are supposed to.

For example, the evidence of Mr Harvey Hinds, the ILEA's leading policy witness, would allow the committee to make a comparison with evidence from a former head on the all-important question of the ability of a local authority to intervene in disputes between teachers and managers.

Mr Hinds, who is chairman of the ILEA schools subcommittee, maintained that, in the same way as they had no power to direct managers, local authorities could not compel him into conflict with the managing body. Heads could run schools how they wanted to, provided they complied with the regulations and were not demonstrably incompetent.

But Mr Gerry German has told the committee how he was sacked by Clwyd local authority last year for defying the governors of his comprehensive school. His appeal was later dismissed by a local tribunal on the

grounds that he had not complied with authority's policy on teaching in Welsh.

Although the Taylor committee's deadline for written evidence was last month, Mr J. K. Sawtell, the secretary this week they will welcome any statement from the ILEA, who are a case among three authorities still visited by the committee.

The committee are counting on being able to use the Tyndale findings, although the chairman, Mr Tom Taylor, ruled that the findings are now taken into account in deciding what should be made in the management structures and powers throughout the authority. The ILEA will help the ILEA to fend off pressure to revise their own arrangements. In full the much greater powers of the authority's critics are demanding more difficulties with the teacher unions.

Now the authority will be able to take into account London's circumstances and the national code of practice which take into account London's circumstances.



Briault: retiring this year.

Newsam: tipped to succeed.

to reopen a breach between the inspectors and their colleagues which existed in the postwar years, when the inspectorate had grown so powerful that it was resented both by the administrators and by some of ILEA inspectors.

The inspectors feel that their position has, if anything, been made more vulnerable by the fact that they have recently been intervening more than they did during the Tyndale breakdown. It looks, they say, like an admission that they were unnecessarily weak in the past; but that, in fact, the change was under way well before the inquiry.

The return of the inspectorate to the role of watchdog reflects, they claim, a striking improvement in the morale of Inner London's schools as a result of the end of the staff shortage and the

consequent drop in teacher pay. While staff were on the move it took inspectors of their time to get to know new faces. Even if they had time to make judgments, who knew they could get the easily did not much for disapproval.

The inspectorate's view morale is improving in the schools, if not their salaries, is shared by other ILEA officers. This makes it less than ever that the senior leaders will be pushed by the Tyndale report into considering changes. While Labour has ILEA, they will not be authority unless forced to by devolution. Devolution in Inner London may finally come if and when the minister devolve power to a regional government.

SPECIAL ANNOUNCEMENTS

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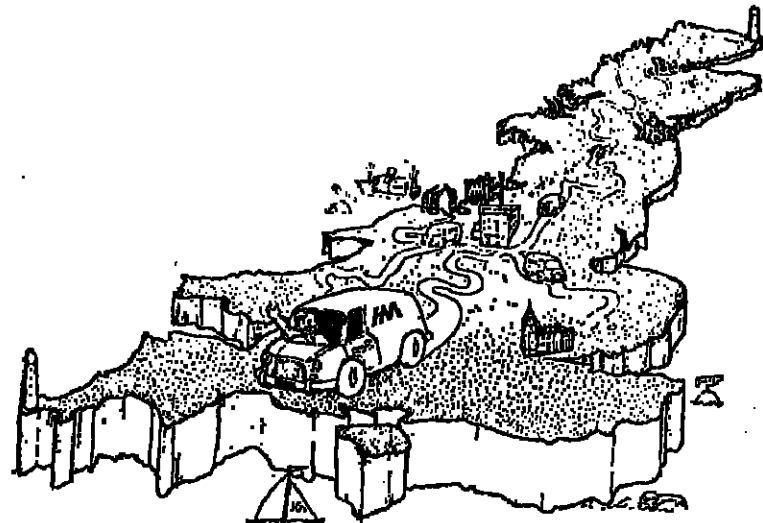
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L.e.a.s urged to let Government take over pay

The teaching profession was under fire because a number of people regarded education as something to experiment with without necessarily achieving results. Mr. Bernard Wakefield, assistant general secretary of the National Association of Schoolmasters-Union of Women Teachers, told a conference on "Education and no growth" at Llandudno at the weekend.

Describing the Houghton award as "inflationary", he said: "The award did not give teachers the standard of living or the salaries it ought to have done."

He appealed to local authorities to join in demanding that the Government should pay the teachers.

He did not accept the NUT view that 15,000 teachers would be out of work at the end of the year, but "unless during this year we are prepared to maintain teacher employment, we are going to have a decline in the number of teachers and in the teacher-pupil ratio for the next decade."

Dr J. A. Davies, principal of the Bangor Normal College, agreed that education should bear its share of the financial cuts. "The alternative is bankruptcy."

Criticizing changes in plans for the colleges of education, Dr Davies said: "Something is wrong with national planning which opens colleges in the 1960s and closes them in the 1970s." The output of teachers in the 1980s would, he believed, be down by 50 per cent. In-service training was likely to be hard hit by the proposed reductions in spending.

Mr John Howard Davies, Clwyd's director of education, and Mr Eiddior Evans, county treasurer of Gwynedd, spoke of the likely effects of no-growth, or worse, on the education service, particularly in North Wales.

L.e.a.s must think more in terms of consolidation rather than variation and experimentation, said Mr Davies. He urged a united counter-attack on what he described as "the welter of uninformed and mischievous criticism." He challenged especially the gloomy views on literacy of the Confederation of British Industry. "The only reliable statistics, contained in the Bullock report, refute the CBI's opinion."

'We'll raise hell' is moderates promise as students veer to the right

by Stephen Cohen

The annual race of the study politicians is on again. Candidates for high office in the National Union of Students are polishing up their credos, perfecting their stances and developing their ideologies.

They are also sharpening the ice-picks to plunge into one another's backs, for this year's election promises to be hotly contested. It will be long before allegations fly backwards and forwards between the respective political groupings.

Playing the "letter than thou" game in student circles is well established. This year we have the prospect of "righter than thou" with the Federation of Conservative Students, the moderate Students' Representative Policies and even the Liberal Students' Association hovering on the fringe.

The Tories are putting up four candidates. Mark Hapgood, FCS chairman, is trying for NUS president. Steve Moon, president of Birmingham University, is going for the secretaryship and Dave Wilks, president-elect of Leicester University, is standing for an executive seat. Mr Wilks won his seat at Leicester by 1,926 votes to 225, the sort of majority normally reserved for more left-wing candidates.

The Conservative's fourth choice is Mike Forsyth, of St Andrews University, who is standing for one of our vice-presidencies. Unfortunately, St Andrews University voted to disaffiliate from the NUS recently and Mr Forsyth will have to pay £5 for the privilege of joining the union as an individual member. If elected, he will not be able to claim he represents anyone either, since St Andrews will be ignored by the union.

Tipsters do not rate the Conservative's chances highly, although it is possible that if Mr Moon fails to win the secretaryship he might achieve a high poll in the subsidiary ballot for executive committee member.

Students for Representative Policies, an amalgamation of right-wing Labour students, some Liberals and dissident Conservatives, are trying for treasurer and a vice-president in the elections. Leonard Brown, of Mid-Essex Technical College, and Owen Lloyd, deputy president of Oxford Polytechnic, are the respective contenders. Oxford Polytechnic used to be thought of as the home of the International Marxist Group and the recent election of Mr Lloyd has come as something of a surprise.

Anthony K. Brown, the SRP's press officer, said this week: "We intend to raise hell." He was referring to the recent international conference in Bucharest where the NUS allied themselves to a pro-Soviet line and a cultural link between Moscow State University and London University Union was forged.

The SRP occupied the NUS offices two weeks ago to protest at alleged bias within the union towards the Soviet Union. Mr Brown attacked the Conservatives for doing nothing about the issue. He said they were moderates who had sat on the fence for far too long watching the left play the game. "The days of fence-sitting politics are over," he said. "The Tories are not campaigning enough and are not seen to be a realistic fighting force."

The SRP have yet to decide whether to vote for the Conservative presidential candidate.

The Tories reacted to the SRP

Communist's handy hints for 'little red strugglers'

Another handbook for student activists was published last week. After the success of the National Union of Students' demonstration and occupation guide, the Communist Party have produced *The Little Red Struggler*.

It contains a potted history of important events in education and the facts and figures every protester ought to know, according to Mr Jon Bloomfield, the party's student organizer.

charge of sitting on the fence, accusing them of doing nothing. "They are all pro-Soviet," they don't believe student politics should be dominated by political stances, he believes it is inevitable, spokesmen said.

The Liberals are fielding Hughes, president of Southampton University, and Ian Richmond, president of the University of Anglia, for the top two posts. Liberals have not reached up another two vice-presidencies at Reading and Manchester and claim more members for their side.

The International Socialist group are putting up four candidates, deputy secretary and with Dick Munnigh, Stirling University, Tim Whitfield, Polytechnic, Peter Gillard, University, and Hugh Lang, rent treasurer, respectively. Here the ice-picks are especially sharpened.

Mr Lanning is an socialist and there has been searching within the group whether to support him. In turn, has been prepared to their help in standing as treasurer but has turned it by putting himself up as presidential candidate as official IS man.

Mr Gilard, who is sure the NUS executive is well for his skill in the comparisons over the union's gross. Despite his wild appearance, a well-mannered hope, too gentle to miss exploit the communist sympathies of the electorate.

He represents the greatest to Sue Slipman, who is standing for re-election as secretary on the Left ticket. Miss Slipman was sure at the last NUS conference for toiling a pro-Soviet line, and communist sympathies of the electorate.

The other candidates put up the Broad Left—a grouping of socialist and Labour Party members. Charles Clarke for re-election, Peter Ashby for treasurer, and Chris Morgan for treasurer. Ashby and Mr Morgan are also members of the union's executive.

The International Marxist Group are putting up Steve Fenner, president of Northern College of Education, Newcastle Tyne, for president. Paul Spence, deputy president of Oxford Polytechnic, is their choice for deputy. Val Coultas, currently on the executive, is standing for secretary and Martin Tolman from University, for treasurer.

With such an array of candidates next month's conference in London promises to throw up some interesting partnerships between parties, as well as the more jargon-loaded dogma student politicians have to mouth to get the voters where to put the

No offence

A Scotland Yard investigation into the use of student funds in London Polytechnic has disclosed criminal offences, says the Director of Public Prosecutions.

The Yard was called in last September after an MP complained the Attorney-General. It was alleged that student union funds had been given to non-educational, mainly Leftist revolutionary organizations.

There is also a section on what to do and what not to do in organizing meetings, demonstrations and pickets and occupations, and need to arrange for food, entertainment and beds before an occupation is emphasized.

The Little Red Struggler, National Student Committee of the Communist Party, 16 King Street, London WC2E 8JY, 30p (50p to universities, VCEs, chancellors and polytechnic directors).



no ifs, no buts, no education cuts": 18,000 chanting students on the march near the DES in London last week to protest at spending cuts. The NUS demonstration was backed for the first time by the National Union of Teachers.

All four volumes of semiconductor circuit design now available

Texas Instruments are pleased to announce that Volume 1 of their best-selling Semiconductor Circuit Design has been reprinted. Now this well-known four-volume publication is available as a complete series. Semiconductor Circuit Design is generally regarded as being the major contribution to electronics design data since it first appeared five years ago, and at just £20.00 per set plus £1 postage represents an outstanding addition to any technical library. Sets, or single volumes at £5.00 each plus £1 postage are available from Bedford Distribution Company.

TEXAS INSTRUMENTS LIMITED

College head hits at exams waste

A full-scale inquiry into school examinations was called for last week by Sir Alan Richmond, principal of Stroud College, Somerset.

Examinations were dominating the educational system, he told the annual meeting of the Association of Colleges of Further and Higher Education in London. It was time to call a halt to new developments, go back to first principles and ask what examinations were intended to achieve.

Sir Alan said in 1974 one secondary school of about 1,000 pupils spent £2,100 on examination fees. "That same school, during the same year was operating on a capitation per pupil in the region of £10, so that the direct cost of entering examination candidates for O level and CSE in this particular school amounted to very nearly 20 per cent of the total money available to that school."

"In addition to this direct cost there is, of course, a very substantial hidden cost. This includes the

time devoted by teachers in attending the many moderating and other meetings of CSE boards, the time of advisers and administrators in helping to administer the system and, in very real terms, the use of skilled manpower.

"It would be helpful and, perhaps, illuminating if some work could be done to establish the true costs of all our current examining systems."

The Schools Council's proposals for a common system of examinations at 16-plus would strengthen the influence of examinations on the curriculum. They were being developed without any investigation of how practicable they would be in terms of space, teachers and money, he said.

"I believe that we are deluding ourselves by going along this particular road. The money and human resources which are being sunk into this work could and should usefully be diverted to other more promising lines of work and reforms."

Colleges of education who have fought off mergers and closures during the current reorganization of teacher training have left themselves vulnerable, Dr C. Crme, principal of Brentwood College of Education, said in a paper presented to the meeting.

A few years ago, when reorganization started, most colleges would have chosen to remain free standing, he said. There were now some serious disadvantages.

"Colleges in this group are most vulnerable if there is a further deterioration in the situation. Indeed this has already been demonstrated in the case of one well-known college, originally free standing, now probably to go into a polytechnic. Others could be closed completely."

Cuts have a silver lining

Britain's economic crisis has provided the best opportunity for years to abandon some traditional practices in education, said Mr Roy Harding, chief education officer for Buckinghamshire.

Length of courses, staff-student ratios, better use of buildings and pruning the content of some courses could all come under scrutiny.

Mr Harding challenged the effectiveness of the use of staff time. "The most revealing action I have ever taken in relation to my work was to use a stop-watch as an aid to recording my activities. I wonder if more staff might do the same."

"We must work through our colleges, authorities, professional bodies and examining bodies with government, industry and commerce and their agencies, to get the best return we can out of any building or piece of equipment or individual."

"The present greater national awareness of the shortage of resources and of the need to deal with economic problems and industrial requirements probably provides the best opportunity for many years to abandon some traditional restraints which are liable to hinder change."

Priority for paid leave

Trade unions should take up the banner of continuing education and press for greater opportunities for adults, said Mr Stuart MacLure, editor of *The Times Educational Supplement*.

It was depressing, he said, in a written paper, that liberal politicians had never taken as much interest in the "unpleasant business of opening up education to would-be mature students, as they have (though ineffectively) in adult education with a capital A."

A long hard look should be given to the whole subject of paid educational leave. "It almost certainly depends on trade unions making this a matter of negotiation."



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Details and application forms may be obtained from the Office of
Graduate Studies, Trinity College, Dublin 2. Enquiries may also be
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lege. Completed applications should be returned by Friday, 18th
April, 1976. Applications received after that date can be considered
only in the light of withdrawals.

Introductory Course in Food Science and Technology

July 28-30, 1976

The course is designed to illuminate the principles involved in the cooking
and processing of food, in addition to lectures on the chemistry, microbiology
and technology of food processing there will be complementary laboratory sessions.
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The residential five day course will be held at the National College of Food Tech-
nology and will be restricted to 40 members at an inclusive fee of £25 for teachers.

THE SECRETARY,
National College of Food Technology,
St. George's Avenue, Weybridge, Surrey.



A crash course in living

Macclesfield Young

People's Unit (above)

houses 20 problem

teenagers. There is one

condition for entry: they

must want to change

their ways

Although group therapy is used
experimentally, in a few schools,
it is already an established method
of helping delinquent young people
looked after by the National Health
Service.

The Macclesfield Young People's
Unit, opened in 1970, is the adoles-
cent wing of a large mental hospital.
It has 20 beds for children with
acute nervous disorders, whose
symptoms include delinquency,
truancy, and attempted suicide.

The unit is totally separate from
the hospital, with more non-medical
than medical staff, including psy-
chologists, social workers, teachers
employed by the local authority,
and an art therapist. None of the
children is on drugs, except the
occasional aspirin, nor are conven-
tional cures like ECT used. The
unit is more like a therapeutic
community than a hospital, and the
gymnasium is consciously seen as
the most useful place where "staff
and kids can kick hell out of each
other at five a side football".

When the unit opened five years
ago, it was immediately over-
whelmed with applications from
referral agencies—social services,
schools and child care centres—who
wanted to unload their most diffi-
cult cases. Together the staff for-
mulated a policy of voluntary
admission only to answer the thorny
question of which children needed
the unit most.

"We came to the conclusion that
it made good sense, and sound
economic sense, to take only the
youngsters who were willing and
able to work for change," said Dr
Peter Wells, the director.

Deciding whether a child has this
motivation is a lengthy process,
which involves two meetings with
referral agencies, sociologists and
the child, and then three with the
family and a team from the unit.
"It would do the child no good at
all because his parents or his social
worker said he had to. So we force
the child to make a decision which
also of course forces him into the
most creative learning situation."

At the final meeting the child

is shown a contract, drawn up in
non-technical terms, which lays
down realistic goals which must be
effected before he can return to
normal life. One goal reads:

"A year ago Jill had influenza.
Her mother left home for a while
and she had to cope with father
who suddenly became ill and she
thought he was going to die. Two
weeks later, Jill herself had an
operation. Since then Jill has been
depressed, unable to mix with her
friends, has stolen from shops and
played truant, she says she wants
to change so she can mix with her
friends again. She agrees to keep
things to herself less and share her
feelings with others."

"Jill says she has heard voices
saying things about her over the
past few months. She agrees to tell
her counsellor if her voices come
back. Jill agreed to do art therapy,
drama and use video. She agrees to
work on a programme arranged for
her by our school staff."

Dr Wells said: "It's a game, I
suppose. But it's a deadly game
because we are fighting for the
child's survival."
There are few rules in the unit,
except those forbidding violence.
If children destroy property they
have to pay for it out of their
pocket money. For violence against
people a child can be, and has
been, sent home.

The idea is that there are other
ways of communicating than throw-
ing a fit. So violence is penalized,
while shouting, arguing and abuse
are fairly legitimate. It obviously
gets across because although the
walls of the single-storey complex
are nearly all glass, and the inside
windows have been broken, and
one of those was done by a member
of staff playing football.

Dr Wells describes the unit as "a
big breathing space out of the rat
race, an intensive course in living.
A therapeutic community like this
is a place which forces communica-
tion and removes the internal censor
so that feelings can be expressed
because it is less risky. And once
these feelings are expressed, the
children feel safer because it is
unintelligible feelings that scare the
adolescent and make them panic."

The children remain in the unit
for a maximum of three months,
during which they spend every
weekend with their families. "My
job is not to teach children to live
in institutions. It is to help them
live in harmony with their
families and the outside world. So
they stay here for as short a time
as possible," says Dr Wells.

The unit emphasizes the need for
democratic communication and
decision making. Two members of
staff, working on a rota basis, make
sure that all staff know what is
going on and this applies to parents
and children too. Nearly all deci-
sions are made at the group staff
meeting, held every morning at 8.30.
Surprisingly, none of the staff
object to this, although they admit
it sometimes slows down decision

making. "It would be
much easier to have a
dictatorship, but it would
be the whole nature of the
unit, the clinical psychology,
the various professional
at the unit specialize as
possible, apart from the
unit and the referral
the teachers, who take
four hours a day. They
are taken by the rest of
a rota and their work
to mix and communicate
children as much as possible.
The staff are mainly
make an effort to draw
form dependence on stable
act as stable models so
they can identify," says
As well as group therapy
uses techniques such as
family therapy. This is
because unless the fam-
strands how the child
there will be small differ-
he returns home.

Truants generally follow
gramme which helps
back to school slowly. On
day they go to an out-
for one hour. This is
three weeks until they
ing for the whole day.
used every form of secu-
cation in the area at
another," said the school
master, Mr Gordon Hobart.
activities include climbing,
climbing, camping and swim-
part of the overall therapy
gramme."

Results are, as usual in
difficult to assess because
fits of the therapy are
to show when these chil-
children of their own
months after they have
unit sends a questionnaire
children, families and refer-
cies two years after they
75 per cent show "com-
fuction". There is also a
improved family relations
must cases and nervous in-
disappear. But there is a
rance rate of symptoms in
to delinquency, although
says that usually these
are more tolerable.

The young people's unit will
sive to run, but as Dr Wells
out, so are approved school-
at up to £138 a week. And
provides education and
us well as containment.

But perhaps its value is
described by the unit's
worker, who took over the
after a one and a half year
at the main hospital. "I don't
whether our results are
anywhere else, but it certainly
right. After doing very well
ing work at a conventional
group of people who do
positive and useful every
day."

June P...

'Myth' of ill paid teachers

Although graduates of Leeds Uni-
versity believe that teaching is the
worst paid job they can enter, more
of them are applying for the
one-year teacher-training course,
according to a report from the uni-
versity's careers service.

The students, it says, do not yet
fully appreciate the effect of the
Houghton report on teachers'
salaries or realize that they could
almost certainly earn £3,195 a year
when they start work.

"Students have grown up with
the idea that, of all the occupations
open to graduates, teaching is the
most ill-paid, and such myths are
only slowly eroded by hard facts."

The increase in the number of
graduates applying for training
courses surprised the careers ser-
vice. It is now higher than two
years ago. But the report warns
that the increase should not be seen
as a surge of enthusiasm for
teaching.

"The fact that applications for
teacher training only increased in
the spring and summer months may
have been a reaction to gloomy fore-
casts of employment in other fields."

Although total numbers have gone
up, there is a fall in specialist
teachers. Fewer graduates are train-
ing to teach mathematics and
foreign languages.

Careers

A book published last year
to give careers teachers a
and unsophisticated way of
which can be adapted for
different ages and abilities.

Bound in a PVC ring
Exercises in Careers Education
states of a teachers' section
sets out the aim, resources, in-
formation and method to be used
right on the sheets has been
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ants Ltd, so they can be
for class use.

Exercises in Careers Education
Careers Consultants Ltd,
bert's Place, Regent Street,
W1, £4.95.

Irish school boards 'a sham'
says union president

by John Horgan

reference of Major Religious
the coordinating body for
religious authorities who con-
sult of the Irish Republic's
of secondary schools,
last week that many
would shortly be appointing
of management, with elected
and teacher representatives.

more, the first structural
of any significance in this
has been greeted with sus-
by the leaders of the major
union involved, the Asso-
of Secondary Teachers
(AST), Mr Alfie Sheehy, the
gent, has described the propo-

the draft articles prepared by
the education commission of the
union for their 500 member
schools—and which none of them
are obliged to adopt—the boards
have 10 members. Six
would be nominated by the
school, and the religious order or
governing the school and two
by the teaching staff, and
one person chosen by these
The school principal will be
a non-voting secretary.

The articles also allow the estab-
lishment of a board of studies, to
be elected by and from full-time
teaching staff. This board would
assist the principal in the academic
administration of the school.

The appointment of the principal
is, however, reserved for the trustees.
For the appointment of other
staff, ad hoc selection committees

School management is under
debate in the Republic of Ireland
as it is in Britain, but there the
problems of reforming a structure
unchanged for 60 years are compli-
cated by problems of religion,
regionalization, and the fact that
teacher employment is mostly in
the hands of private school manage-
ment. Next week, the background

will be set up, with the principal
as convener. At the moment there
are lay principals in only three of
the 500 religious-run schools.

Criticism so far has centred on
the fact that the new boards of
management will be subordinate to
the trustees. The Reverend Declan
Duffy, chairman of the CMRS

Higher education colleges in
Ireland will be affected
in the number of places on
education courses from
in 1974 to 1330 new Septem-
ber. The Northern Ireland Depart-
ment of Education, who announced
the new student teachers
fall to 900 from 1977.

At summer the Department said
difficult to assess because
of a target of 1,575 was
to reach a target of 19,300
by 1981. Despite the reduc-
tion, intake, they insist that the
unit still holds good.

At the two years ending in Sep-
tember, education colleges will
fare no better than the other institu-
tions, but combined recruitment
will fall by almost 200 to 637. The
University of Ulster and the
University of Ulster will remain
unchanged at 179.

University numbers are also
expected to fall by approximately
the next five years while
the number of secondary schools
likely to rise by 3,000.

The new University is also in
because, like the colleges,
it is producing general
graduate training and
polytechnic on specialist courses.
The students are in the education

schools, a further education
and a library in the Belfast
area are among the victims of last
week's Loyalist violence.
The Belfast Board's
committee on Monday
decided that the assembly hall and
theatre of one school were
damaged after a fire bomb
was thrown at the school. The
school was completely
destroyed. A petrol bomb gutted
the school.

Mr Sheehy also criticized the
composition of the new boards for
making a sham of the idea that
democratic participation was being
offered to lay people. Brother
Declan, in turn, made it clear that
the six nominees of the trustees
would not necessarily all be clerics.
Mr Sheehy described this as a
return to the "Uncle Tom stage".
It merely perpetuated the existing
oligarchical system under another
guise.

Most of the 500 schools concerned
are still expected to act on the
recommendations. The republic's
3,600 primary schools have already
adopted a similar system, in which
most board members are nominated
by the Roman Catholic or Church
of Ireland bishop acting as patron
of the school concerned. Only a
few schools have non-religious or
shared patronage.

Similar boards are also in the pro-
cess of being introduced in the 271
vocational schools, run by vocational
education committees as part of the
system of local government.

Parents in row over
fee-paying threat

Galway parents this week extracted
from Mr Richard Burko, Minister
for Education in the Republic of
Ireland, a declaration that primary
education in Ireland must be free.

The declaration, in a letter to
the parents' organization, comes in
the wake of a controversy about
attempts by some school commit-
tees to levy parents individually
for funds to help to run the
country's 3,600 primary schools.

At the heart of the dispute is the
minister's decision to give a £6 a
pupil grant to school committees to
enable them to pay for heating,
clothing and maintaining the
schools—provided that a "local
contribution" of at least £1.50 a
head has first been raised.

Compulsory primary education,
according to the Constitution, is
free, and fees may not be charged
in any state-assisted primary school.
In practice, however, money has
always been made available, for
some capital and some current
expenditure by the church authori-
ties, who are the owners and trust-
ees of the schools. These funds
are, in turn, raised by them from
local populations through church
collections and similar fund-raising
exercises.

The management structure of the
schools has now been changed to
allow for the establishment of
management committees in the
place of the former single
manager—usually a clergyman—
and it is the method adopted by
some of these committees to raise
funds which has caused concern
among parents' organizations.

In his letter to the Galway
parents the minister says that
while no fee may be charged, and
no levy made on parents, the
appropriate "local contribution"
which "will normally be provided
out of parish funds" will still be
required to trigger the larger state
grant.

It is not clear how long this
arrangement will continue to satisfy
a public which is beginning to
realize that for as long as there is
a local contribution of any kind,
the provisions of the Constitution
are being flouted in the spirit, if
not in the letter.

The real reason for the persis-
tence of this administrative arrange-
ment is that the local contribu-
tion, essentially a contribution
from the religious owners or trust-
ees of the schools, underwrites
their status as private, grant-aided
institutions—a status which the
same religious authorities are
determined shall not be altered.

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2: Roads.
3: Airports.

WORK: Section 1: Introduction—
gaining the things
we want.
2: Factories.
3: Shops and Offices.
4: Farms and Fishing
Mines and Forestry.

LEISURE: Section 1: Introduction—Our
spare time and
hobbies.
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4: Holidays.

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Name

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In brief

Classroom language

The role of language at classroom level and in the overall development of society is examined in a one year post-experience course being offered by the Open University next year.

Grants to craftsmen

The sixth of the Crafts Advisory Committee's grant and loan schemes for artist craftsmen is to be introduced in July. The grant is for a maximum of £200 to cover such outlays as living costs and travelling expenses. The training will normally take place in a polytechnic, technical college, art school or another craft workshop.

Telephone centenary

A telephone exhibition opens to the public at the Science Museum, South Kensington, London, on March 10, exactly 100 years after Alexander Graham Bell made the first call.

Pointing the way

Lancaster University are setting up a School of European Studies and an Institute for Research and Development in Post-Compulsory Education, which, they hope, "may serve as models for future project development at a time of financial stringency".

Safety in FE

Two main aims of safety in further education are described in *Safety in Further Education*, DES Safety Series No 5, HMSO, 90p net. The first aim, says the booklet, is to provide a safe environment at the college. The second is to equip students with the knowledge that will enable them to take care of themselves and others in later life.

Part-time degrees

Adults in the Greater Manchester area may study for an honours degree in humanities on a part-time evening basis at Bolton Institute of Technology. The course is validated by the Council for National Academic Awards. Applications are now being accepted for the October 1976 intake.

Schools Competition

A schools project competition, aimed at promoting project work in schools, is being sponsored by the Ford of Britain Trust. Projects entered may be from a wide variety of subject areas such as science, engineering or the social sciences. Information from Eric Freeman, Schools Science and Technology Centre, North-East London Polytechnic, London Bridge Road, Dagenham, Essex RM8 2AS.

Abilities recognized

Mr Afzal Rahman, a teacher at Aylestone High School, London Borough of Brent, has spent his half-term holiday in Saudi Arabia at an international conference on Islamic economics. His headmaster at Aylestone, Mr Brian Farnham, said the invitation to the conference indicates that his abilities are recognized and respected by colleagues throughout the world.

Children's books

Publishers in the Commonwealth are invited to submit one copy of any children's story book on their list for selection for the 1976 Commonwealth Book Fair, which opens at Leicester on August 9. The fair will coincide with Loughborough '76, an international seminar on children's literature at Loughborough University.

Cry for help

The Groundwork Adventure Project are appealing for help to encourage youngsters from urban areas to take part in adventure activities. These include living working and adventuring together in small groups. In particular the project need men and women with experience as instructors in climbing, caving and sailing. Replies to Rev Brian Walsh, The Rectory, St Mary's Road, Langley, Slough, Berkshire.

Language study

The Social Sciences Research Council have given a supplementary grant of £17,500 to Bristol University School of Education towards a study of language development in pre-school children. They have also extended the grant period by a year, to September 30, 1977.

OU honour for editor

Mr Brian MacArthur, editor of *The Times Higher Education Supplement*, has been awarded an honorary degree by the Open University for his services to education and journalism. He is believed to be the first working educationalist to receive an honorary degree from a British university.

Honorary degrees have also been awarded to Lord Bullock, former vice-chancellor of Oxford University, Mr Amal Kumar M'Bow, the director of Unesco, and 13 others.

People

Mr Roy Harding, chief education officer, Buckinghamshire, has been nominated by the executive committee of the Society of Education Officers. He will succeed Mr J. W. Henry, chief education officer, Surrey, who is resigning through pressure of work. Mr George Bull, until recently director for education, of the Gilbert and Ellice Islands, is to be chief executive of the Professional Association of Teachers.

Mr L. H. Parnsworth, principal of Brighton Technical College, has been inducted as president of the Association of Principals of Colleges. Professor M. G. Fleming, pro rector of Imperial College of Science and Technology, London University, has been elected chairman of the Council of Commonwealth Mining and Metallurgical Institutions.

Miss Jane Atkinson, field service officer for the Pre-School Playgroups Association, has been appointed general secretary of the association. Mr A. W. Clark, a director of the Royal Highland and Agricultural

Society of Scotland, has been elected to the Scottish Technical Colleges Council.

Colleges

Dr D. W. Brailford, principal, Sherborne New College, Bromsgrove, Worcestershire, to be director, North Worcestershire College, Bromsgrove.

Universities

Professor James Barr, professor of Semitic languages and literature, Manchester University, to be professor of the Interpretation of Holy Scripture, Oxford University.

Dr Peter Arncliffe, professor of medical statistics, London School of Hygiene and Tropical Medicine, to be chair of biostatistics, Oxford University. Mr J. E. Scott, Medical Research Council, to be honorary professor of biochemical morphology, Manchester University.

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June 11 to 13.
Environmental Aspects of Mineral Workings in the National Park: a course for science teachers sponsored by the Mineral Industry, Manpower and Careers Unit. £21.00
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Science diary

by
John Maddox

What price research?



More money for shareholders means less for research—unless the accountants give way.

there is at least a chance that if the accountants were more flexible there would be an enormous stimulus of industrial innovation.

We are all ambivalent about the Government's White Paper on public expenditure. We hope that the cuts can be made to stick, if only so that there may be a chance that the economy will eventually recover. But each of us is fearful about the way in which particular economies will affect projects to which we are devoted. What follows must be read in that light.

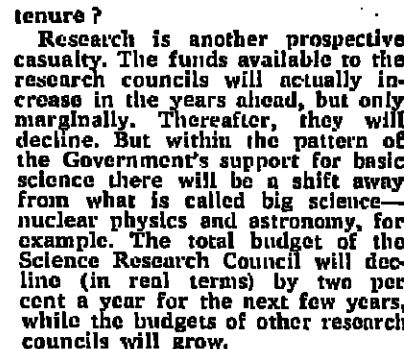
First, education. There is some rough justice in the way in which the proposed economies for the remainder of this decade will have not been conspicuously successful in persuading the rest of us that they are playing a vital social role. But there are serious dangers

in reducing the student population in higher education to 600,000 for 1981, which in turn implies that the number of teachers in higher education will not increase. What this means is that the recruitment of young and able academics to the universities in particular will be dependent on the numbers disappearing from the system, either by retirement or death. Given the age structure of the university population, dominated as it is by the effects of the recruitment of youngsters in the period 1955-70, opportunities will be few and far between.

So there is a danger that the worst of the potential academics will be looking for jobs abroad for at least the next five years and possibly for the indefinite future. They will be helped on their way through the emigration desks by

the blandishments of universities overseas such as the University of Leiden, which is offering a salary of \$44,000 a year for a professor of chemistry.

The universities cannot in their own interests allow this to persist. The trouble is that, in spite of what they jealously regard as their autonomy, they are unable to regulate their own affairs so as to make room for more recruits, partly because of their rigid salary scales and partly because of the genteel convention that academics have a right to keep their jobs for life. The proposed cuts are therefore a serious challenge to the courage of the university system. Will academics have the courage to put their long-term survival before immediate personal considerations, and in particular will they look again at the principles of academic



tenure? Research is another prospective casualty. The funds available to the research councils will actually increase in the years ahead, but only marginally. Thereafter, they will decline. But within the pattern of the Government's support for basic science there will be a shift away from what is called big science—nuclear physics and astronomy, for example. The total budget of the Science Research Council will decline (in real terms) by two per cent a year for the next few years, while the budgets of other research councils will grow.

On the face of things, this is a sensible change of emphasis. Such money as there is will be more widely spread. The snag is that the Science Research Council are by far the most important source of funds for the support of research projects in universities and polytechnics, spending as they do roughly two-thirds of the £35m available for supporting independent initiatives by academic researchers. The other research councils are much more heavily committed to their own research institutes and laboratories.

There is, in short, a danger that the straitjacket in which the research councils will now live will force them to concentrate publicly supported research and development in government laboratories, with the further impoverishment of higher education. Nobody should be surprised if the drift towards the embarkation ports, already significant, becomes a stampede.

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From the cradle to the grave Cubans are involved in a mass School for life is cornerstone

Sixteen-year-old Maria-Theresa is pretty and vivacious. She lives with her white-collar worker parents in a spacious, cool house in a suburb of Havana. Next year she is planning to marry her scientist fiancé—providing, that is, that he doesn't have a change of heart and leave the Communist Party.

Maria-Theresa's attitude to life was typical of almost all the young people I spoke to: entertainment, clothes, transistors and love were all at least as important as they did not come into conflict with the building of socialism.

Food and clothes rationing there still may be, but the few cinemas may be offering little but old American and Soviet films; and a night out for two at a restaurant or cabaret can easily soak up a week's wages. But Cuba's Communist leaders have none the less apparently converted a volatile, fun-loving Latin American people into a tightly disciplined Marxist-Leninist society.

They have done it by transforming the country, in Fidel Castro's words, into "one great school".

One of the guerrilla Government's first acts, for example, after sweeping down from the Sierra Maestra in 1959 to seize power from the Batista regime was to turn the massive army barracks in the plush Miraflores district of Havana into a "School City".

Today, this "city" houses more than 10,000 pupils of all levels. With its 13 secondary schools and colleges, clinics, cinemas, canteens and playing fields it has indisputably become a "learning commune".

From the cradle to the grave, Cubans seem to be in one sort of school or another. Nursery creches throughout the country take babies all day from the age of 45 days and more than 600,000 adults are at night-school. In all, an astonishing one in three of the country's 9.2 million population is engaged in studying for a diploma.

Details of Government spending in Cuba are as hazy as red herrings as an Agatha Christie whodunnit. The percentage of the total budget spent on education, for example, is officially classified as a State secret.

But however closely the exact figures may be concealed, nothing can disguise the fact that investment in learning has been on a massive scale—and that the learning itself is highly politicised.

At all stages of education Marxist-Leninism is taught, mixed with large doses of Che Guevara and José Martí, the nineteenth-century leader in the struggle for Cuba's independence from Spain.

Curricula are uniform throughout the country and all textbooks are subjected to rigorous scrutiny for ideological slant. Communist ideology is taught by a special department of Marxist-Leninist Methodology at the Ministry of Education.

In its battle for the minds of the young, the Communist Government enjoys one unusual advantage: after the revolution it allowed scores of thousands of Cubans, mostly old or from the professional, educated middle classes, to leave the country for the United States. Those who stayed were by and large working-class and young, or committed to the revolution.

Consequently, almost half of the present population of Cuba is under the age of 20, and has never known any other way of life.

The foundation-stone of the educational process is the linking of study with work. All pupils and students do regular manual or semi-skilled work, and most professional workers do an annual stint in the fields.

Ideologically, the aim is to instil the idea that there is no contradiction between intellectual and manual work: that workers with the brain are not the less workers, and that to produce something, rather than consume something, is the distinguishing mark of Che's "new Socialist man".

Like most ideology, it is also very useful practically. It is freely admitted that the exodus to Miami of the revolution posed grave problems for the country's economic development. A desperate lack of labour is still apparent. Quite simply, all hands are needed to man the pumps.

The instillation of the work/study principle begins early. At one preschool, I was greeted by a class of four-year-olds with: "Welcome to our school, where we are preparing to become new men." At the age of six, when they go



Schools in the country play a vital role in Cuba's economic drive.

to primary school, children are allocated a vegetable patch to cultivate. Or, if there is not enough land available to do the job properly, they will be given tasks such as packaging tea in envelopes or toys in boxes. These are then sold directly in the shops.

Targets are set, points awarded. "Competition", of course, is a "decadent" concept, but "socialist emulation"—exceeding the norm—is much approved.

At city secondary schools, pupils may spend up to half their day working in factories nearby which were often constructed in conjunction with the building of the school.

A showpiece example of Havana's 4,500-strong V. I. School, where the girls' sports equipment and ball games are stored, is the rapidly developing citrus industry and they are sent to the mainland to see their parents for a couple of days a month.

University students must undergo rigorous 60-hour week equally into lectures, do work and individual study. Year chemistry students, for example, may begin by working in a factory, proceeding, as they more about their subject, skilled and then skilled work.

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The Barnley Concourse, a well equipped residential centre near Chichester, offers intensive weekend courses in French, Spanish, Italian and German, during May and June 1976. The standards range from elementary to intermediate to advanced, and tuition is given in small groups by experienced tutors, with students being encouraged to "live" in the language throughout the weekend.

There is an excellent opportunity for anyone who wants to learn a language, whether for holidays, business or interest. For the current programme write to: Dept. 311, The Barnley Concourse, School of Languages, N. Chichester, PO20 7TL, or ring 0243 63 391 or 326.

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learning experiment. Paul Moorman reports from Havana of the Permanent Revolution

But the work/study principle is at its clearest in the famous schools in the country "for second day pupils" which are located throughout the island.

Cuba has created 266 of these boarding schools for 12 to 17-year-olds since the revolution. Living in dormitories in spartan conditions, pupils have one month's holidays a year and are taken home only a few times a week.

Each school day begins at six in the morning and finishes at 10 at night, with a half day on Saturdays. The work is divided into three parts: a morning of study, a day of productive work, and a half day of leisure.

On the Isle of Pines, half an hour from the Caribbean by plane and an hour from Havana, pupils may spend half their day helping with the rapidly developing citrus industry and they are sent to the mainland to see their parents for a couple of days a month.

So crucial to the acquiescent conceptions of socialism do Cuban leaders see the schools in the country "experiment" that it is planned in the future to send all secondary pupils to this type of institution.

In the meantime, those pupils still at schools in the towns and cities have to spend a compulsory seven weeks a year doing agricultural work. They are housed in temporary camps.

The study/work arrangements appear popular with the pupils. All I spoke to—freely and at length—emphasised the sense of fulfilment they got from the responsibilities they were given. It was the viable and concrete contribution they were making to the well-being of the country which seemed of most importance to them.

Nobody was bothered about what would be—by Western standards—severe limitations on personal freedom. In particular, the tightly organized and very long day, with even evening leisure pursuits supervised and planned, would hardly be acceptable to someone not trained in this way from earliest childhood.

It was, I was told, "self-contradictory" to talk of discipline problems in such large boarding schools, because each student felt himself an active, participating element in the system.

Academic study itself in secondary schools leans heavily towards technological and scientific subjects. Exceptional talent must be shown in the arts. One of the most striking features of all the schools I visited, including the most junior, was the absence of paintings and drawings. One headmaster said: "Maybe tend stories to three times a week". Music did not seem to be taken seriously.

Again, this policy has both an ideological and practical side to it. Cuba obviously had to be taken out of the explosion of learning should not be accompanied by intellectual unrest and by the unleashing of politically unacceptable ideas.

Anything, therefore, which might encourage free-ranging creativity is kept down. Of Havana University, 57,000 students, for example, 1,000 are studying Spanish language and literature. And 14,000 are studying some branch of applied technology.

Typically, the country clearly

needs more technicians than poets. So, in the school, it makes economic sense to guide the young towards scientific careers. At universities there are strict quotas in humanities subjects.

Crucial to the success of the incubation of self-denying Marxism is the training of teachers: would-be primary school teachers are hand-picked for intellectual ability and political dependability at the age of 11 plus, and are sent to special schools from 12 until 17. They are then pronounced fully qualified.

Last year there were 34,000 such pupils as against 337,000 in general secondary education.

Once again, necessity—a chronic shortage of teachers after the revolution—was the mother of invention. But now that the worst of the shortage is over, the Government is planning to phase out this system of 12-year-old trainee teachers during the present Five Year Plan, which started this year.

Instead, future primary teachers will train from 16 to 19, with the possibility of further study at university afterwards. But the system of intensive screening of applicants will remain.

The largest school for trainee primary teachers is Havana's President Allende College, which has an enrolment of over 4,000. All the trainees are over 16 and they must become teachers in order to help form the "new man", which they defined as "a socialist who is an all-round man". The conformity in the answers was total.

Several, too, had trouble in understanding the word "hobby" when it was translated as part of a question dealing with leisure time. Only after they had been prompted with words like "television" and "music" did they answer.

It was explained that the distinction between work and play was largely an artificial one. Like pupils at the schools in the country, the trainee teachers, even when their homes are nearby, are housed in boarding schools and their evenings are organized until they go to bed at 10.

I found no parent who objected to boarding. The long tradition of the extended family seems to have died almost at a stroke. As one parent said: "We have children that about 12 they don't much like being at home all the time, do they?"

Alongside this plethora of work and self-sacrifice oriented full-time schooling exists a parallel system for adults, who study at night.

Lifelong learning in Cuba is a reality. Any adult who has missed school because of the lack of education before the revolution can now study from scratch all the way up to university—while, of course, continuing to work at the same time.

Adult education developed out of one of the undisputed successes of the Communist regime, the 1961 literacy campaign. During that year, armies of "literate workers" went to the countryside to live in the homes of illiterate peasants. The teaching was on a one-to-one-family basis.

During the campaign, described as a "magnificent achievement" by Unesco, more than 700,000 illiterates were taught the basic skills of reading. Cuba, in 1960 with an illiteracy rate of 23 per cent, now has no measurable number of illiterates.

To follow the campaign up, classes for workers with no primary education, for those who had left school at 12 and for those who had missed out on their pre-university year were started.

Today 332,000 adults (of whom

40,000 are over 40) are doing primary level work, 122,000 secondary studies and 123,000 pre-university work at so-called "workers' faculties".

Classes take place all over Cuba for three hours an evening, four nights a week. The first-year drop-out rate is 8 per cent and about 15 per cent do not complete their courses. Day-release classes are unknown because of the country's economic needs.

A priority task for adult education in the Five Year Plan is to give all workers a reading age of 12 so that the primary level classes can be phased out during the 1980s.

Workers passing their pre-university year assessment automatically qualify for part-time study at university. Crucial to the understanding of the work/study link is the fact that no fewer than 57 per cent of the students at Havana University are part-time. And this pattern is repeated at the country's other three universities, in Oriente, Las Villas and Camaguey.

Part-time university students follow exactly the same curriculum as their full-time counterparts and take the same examinations. But they are usually given up to two years more to take their degrees.

For those who fall through the net of all this learning, most work places run regular discussion and indoctrination groups on Marxist-Leninism.

Little use is made of radio and television for teaching, either at school or adult level—with one exception: for the past three years an extensive Russian language teaching programme has been mounted using both media.

The course lasts one year: there are two 30 minute lessons a week on radio, which are repeated twice at different times and summarized on Sundays. Television is used for the teaching of Russian characters. Fifty thousand people are expected



Young Pioneers on ballot box duty at last month's referendum

to enrol this year, and it is anticipated that about half will finish the course.

The course is one of the few open indications of the Soviet influence on the country. English, for example, is still widely taught as the second language. Giant posters of Marx and Lenin adorn Revolution Square, but otherwise the account is of home-grown revolutionaries.

While more than willing to accept massive aid from the Socialist bloc, Dr Castro has always tried to ensure the continuation of his own brand of Permanent Revolution by keeping the physical presence of "advisers" to a minimum.

Cubans, too, have a strong desire for independence, bred of centuries of colonial and neo-colonial exploitation. It is a desire which runs deep despite the continual obligatory lip-service to "international proletarian solidarity".

It is for fulfilling this desire by ousting President Batista and the Americans that Dr Castro and his administration have for so long been almost universally supported.

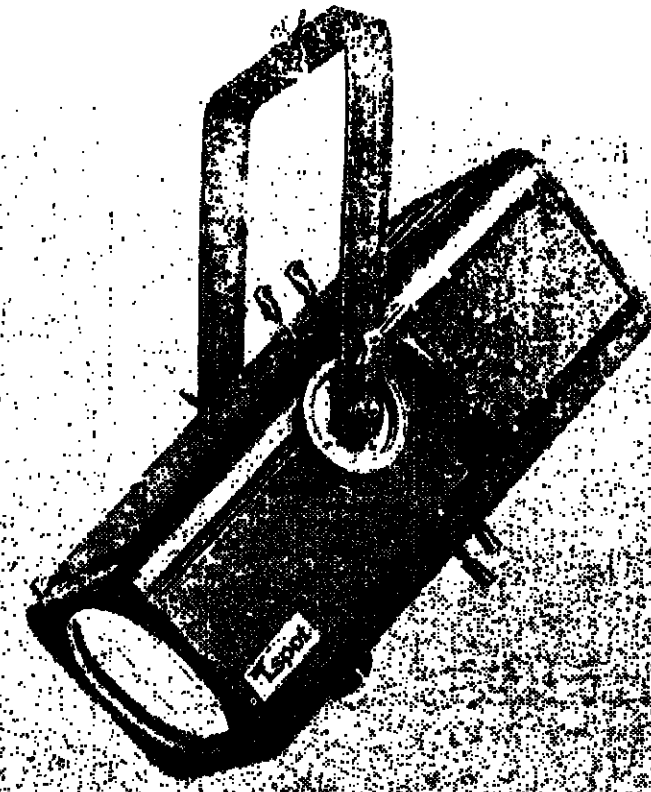
The success of the intervention

in Angola has given the regime a further fillip. The war, described in the Cuban Press as part of a worldwide struggle for liberation and independence, is widely reported in the media.

Last month a referendum on the adoption of the country's first Socialist constitution received nearly 98 per cent backing. Voters in the polling booths I visited were given unmarked and unnumbered ballot papers which they then took to secreted cubicles before placing them in a large locked box.

There seems, therefore, little current possibility of a challenge to the present regime. In the achievement of this state of affairs the role of education has been of the utmost importance.

One possible focus of opposition, the churches, seem to have adopted a profile so low as to be virtually invisible. But asked whether he was alarmed at the vast control now exercised over the minds of the young, one Catholic archbishop replied: "Not at all. The Government is now making exactly the same mistakes that we once made."



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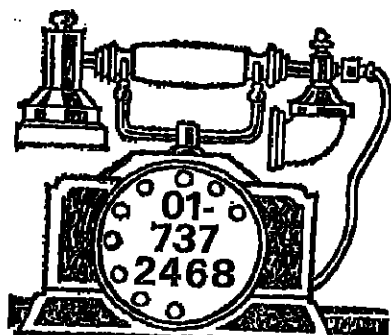
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More pay is no excuse for more work

Sir.—The Houghton report was commissioned to determine how much teachers' salaries had been eroded by inflation and because there was a general feeling that in comparison to others, salaries were indeed low. Since the report, it has been implied that teachers should now expect to do more, considering the new salary levels. The CLEA proposals for a new contract of work are the latest example of this trend.

We should remember that in the opinion of Houghton, the report only brought teachers' salaries into line with the executive grade of the Civil Service. In official and, I suspect, popular consciousness, teachers seem to be seen as a down-trodden, thoroughly malleable group, minor public servants always willing to do a few odd jobs on the side. This what started as an exercise to keep levels of remuneration at pre-inflation levels and at best, to radically re-evaluate the teacher's contribution to society, has degenerated into a shoddy attempt to increase teachers' workloads.

The implication in this is that the CLEA do not accept that teachers' salaries had been eroded by inflation nor that a revelation of the teachers' role was justified. If teachers are to be regarded as just another white collar work group in another bureaucracy, the quest for a more professional commitment is hopeless.

What is remarkable is teachers' willingness to accept the notion of a professional commitment to teaching, despite the huge disincentives presented by the public attitude, as typified by CLEA's proposals, and the bureaucratic structures in which they are expected to operate effectively and communicate with increasingly uncooperative pupils. With these pressures the teacher remains in an increasingly unenviable occupation. Houghton brought salaries into line with comparable white collar workers—this was some compensation, but the biggest breakthrough would be a radical change in attitude from that exemplified by CLEA.

DAVID R. WELLS
Bridgend, Hales, Tnanton.

Where to look

Sir.—With reference to the *crisis* concerning postal inquiries from the headmistress of John Horniman School (YES January 23) it would appear that she is dogged by teachers who have not learnt to use libraries, or reference materials. Should not every trainee teacher learn such matters as a compulsory element in the course at a college of education. A considerable range of periodical articles on most educational subjects can be traced via *British Education Index*, published by the Library Association; it astonishes librarians that so few teachers have even heard of its existence.

J. F. W. BRVON
Senior lecturer,

Ward method of music works

Sir.—I was interested to read Robin Macdonald's comments on the Ward method of music teaching (February 6). Although not directly involved in using it, I have been concerned on two occasions with performances including Ward trained children, the more recent being Honegger's *Christus Camata* with over 300 infants from the Huddersfield area, in the Manchester Free Trade Hall.

Mr Macdonald feels that the system is a closed one of narrow application, since it is limited to singing without instruments. But it must be considered solely as an initial stage and is geared to the young child (most of the children taking part in the Honegger were between five and seven).

Of course, the scheme starts with the premise of musical literacy—first steps in reading are rather redundant in the case of the gifted or privileged—the object is to use the acquisition of what is after all a very basic written language as a means of communication, not as some vague philosophical end in itself.

Learning to sing is certainly the practise of vocal skill, but learning to create and to respond to musical signals, as well as to understand and re-create them is a much more sophisticated procedure, based on a real sensitivity to pitch and rhythm. We should not confuse the physical act of making vocal noise, with the conceptualizing, however subconscious, of musical ideas expressed through the voice, which can easily be applied to the basics

of instrumental playing. Instrumental work skills develop with good tuition and practice, but that seems irrelevant to Mr Macdonald's argument. As to feedback, if it means creative response, then it would appear to be a specific and vital element in the method.

I claim no knowledge of the method's repertoire, but give examples of the Honegger *Camata* and the Durufle *Requiem* which were performed (again by Huddersfield children) two years ago under David Macdonald. Involvement in major musical works is obviously not precluded therefore for Ward trained children, and indeed has given the children concerned the opportunity of musical experience, possibly in an area which would otherwise be inaccessible to a five-year-old.

Concerning training teachers, I might say that the four fortnightly vacation courses lead to a skill in the various methods of hand and voice communication and written signs which can stretch a child's experience through some of the concepts of whatever music is being brought out in teacher and pupil, inductive feeling for scale, rhythm, imitation and harmony.

As I am teaching in a school for the musically gifted, this area of basic response coupled with literacy is one which affects me more in selecting candidates than in pursuing an application. The school must remain open to every path by which

children can come to music. Our structure, based on Kodaly method, which is based, and for what it is, on musical work to be of as much value in a school for the deprived as in one for the privileged, through the voice that a superiorly taught young person can achieve, but can neither be based on a musical phrase without a printed page, nor recognise a wrong note through a misplaced finger, is a child can acquire in an infant school the feeling of a musical phrase as a shape rather than a collection of notes. If he can identify, and re-create sound through the voice, without props to guide him (and possibly select for him), then the child's musical education will be based on an internal grasp of the components of music and will certainly increase his confidence and remove his fears at secondary school.

I am sure no closed philosophy is the Ward method. I have achieved elsewhere what I have achieved in Manchester and then I applaud it.

MICHAEL BREWER
Director of Music,
Christ's Hospital School,
Manchester.

In praise of choir schools

Sir.—David Moroney's article "In praise of choir schools" (February 6) clearly outlines the predicament that many of our 30 or so choir schools are facing today. I have a particular reason to speak up for the choir schools since during the past year or so, while engaged on a study of independent education, I have lived at four of them and discovered for myself something of the quality of their everyday life.

I want here to say a special word about Westminster Cathedral Choir School, since it is the only Roman Catholic school of its kind in the country. Here boys live together and work hard for the enrichment of the liturgy, and any idea that they are a specially cosseted group of superior children is dispelled by spending a few days in their com-

pany. Only musically gifted, supported by keen parents living in a school geared to needs and duties, could such an ordered life and discipline be maintained. It is a pity that the young choristers' education would, in my submission, be poor concept of patriotism denied to these choir schools, some support and help have been given to other schools of artistic excellence such as the Royal Academy of Music, but we could offer these choir schools that support if the limited public support involved in the grant status.

J. B. MAYES
Professor of sociology,
Liverpool University.

Language for the less able

Sir.—Your article on European studies (February 13) raises several very important points on the role of the modern languages department in the comprehensive school. The implication is that the modern languages teacher is not qualified to teach a subject as broad as European studies. Following from that, one would assume that the teacher should stick to his own rather limited field of modern language teaching. It is widely accepted that at 13-plus only the more able children are capable of following O-level and CSE courses in modern languages. That being the case, modern language departments become privileged places, teaching only the top 50 per cent of the ability range once the children have made their subject choices.

However, there are many modern language teachers who are firmly committed to the fundamental principle of the comprehensive system. Surely it is the duty of every department in a comprehensive school to play its full part in offering courses across the whole ability range. I have recently left a comprehensive school in which the modern languages department offers nothing to the less able children after the age of 12, with the result that other departments have to carry an extra load. At my present school European studies courses for pupils are well supported. These courses lead to a CSE Mode 3, although almost half of the pupils following the course are non-examination candidates.

The course has a 30 per cent language element, and the test is concerned with people and customs of various European countries, Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

travel and communications. The only qualification required in the teachers is enthusiasm.

The course demands much work outside the classroom—ordering films and tapes, preparing worksheets, etc. Use of textbooks is rare; indeed, as your article pointed out, there are very few suitable books available. Instead we prepare and duplicate our own worksheets from a variety of sources including brochures, books and, of course, our experience. Obviously the more personal experience the teacher has, the better, but nevertheless enthusiasm is equally important.

With such an approach the modern languages department can play a full part in the work of a comprehensive school, offering pure language courses at O level, CSE and A level for the more able, and valuable and interesting courses to pupils with little aptitude for traditional language learning. It is time that the modern languages teachers realized that they are not only in the business of teaching languages. They are, or should be, involved in the whole process of education. They cannot spend their whole time with small groups of highly motivated, they must devote some of their energy to the less able as well.

ALEX HORSLEY
Head of Modern Languages
Department,
David Lister High School,
Rustenburg Street, Hull.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

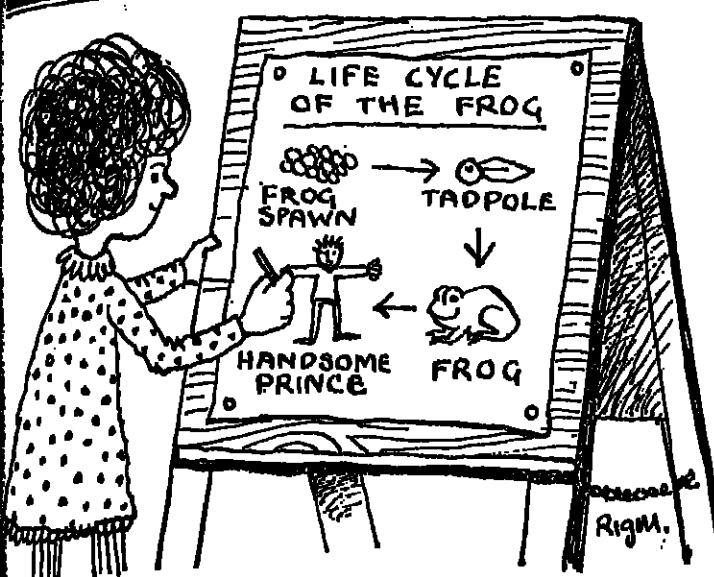
Our duty to question cuts in spending

Sir.—The chairman of Liverpool Education Committee is quite right to defend the service which heads (February 20). He is, however, misleading the main body of the school curriculum, which CASE Liverpool was set up to make; that the relatively stable staffing position in the school and the low levels of year-on-year increases in the number of pupils, Liverpool is an unusually good position for improving expenditure on books, stationery and materials.

Mr Bowen admits that in Liverpool the situation is not as good as he claims that the additional sums he mentions (£200,000 in 1977) will in real terms maintain even the present miserable standards, and much higher for books.

Mr Bowen's statement that cuts have been proposed is a little odd in the light of the fact that the Liverpool Education Committee will be required to face cuts of 19 per cent to 25 per cent in 1977.

A storm in a storm which is rattling a good many teachers in Liverpool is a good many teachers in Liverpool. Particularly disturbing is the widespread official attitude that anyone who questions cuts is a definition unrealistic. Education is a social and of local concern, and it is not of God, but of the community. It is not a social and of local concern, and it is not of God, but of the community. It is not a social and of local concern, and it is not of God, but of the community.



Mr Healey's misdirected axe

By the end of the decade education will undergo a planned cut in real terms. Last year, the 1975 Defence White Paper, indicated that the new statement of a figure of £5,403m (at 1975 prices) to the year 2000 (at 1975 prices) will reach £5,627m in 1979-80.

Britain devotes 5.5 per cent of its gross national product to military spending compared with the 3 to 4 per cent carried by all our West European allies who presumably face the same external threat.

Clearly Mr Healey should have axed the plans of Roy Mason not Fred Mulley.

By 1980 many ancient primary schools will still be in use; comprehensive education will, in many areas, be offered in inadequate buildings and we shall have curtailed our programme for the under-fives. Instead of smaller classes we shall be paying trained teachers to teach in overcrowded schools, however, have hundreds of multi-role combat aircraft, the through dual cruisers, the Harriers and improved nuclear missiles for our Polaris submarines.

RON IZZARD
Education Committee,
London Borough of Bromley.

Basic training — in honesty

Commenting on my letter of January 23, Mr Frank Coffield refers to a statement by the Home Secretary to the effect that my study of the development of juvenile stealing does not "offer a guide for future policy changes". Since Mr Coffield makes this appeal to authority, it becomes important to go into the matter, the better to understand how much authority there really is in what the Home Secretary said.

I believe that any caring, thoughtful person will readily see new dimensions in my findings. Let me illustrate with a little of what I mean. Permissiveness towards stealing had emerged from my investigation as a potent causal factor behind juvenile stealing. Surely this calls for a programme of basic training in honesty, starting with the very young. I believe that such training should be undertaken as a standard part of the school curriculum, pre-empting the broader context of training in basic social behaviour.

Other agencies, including the police, should be brought into such training. I think too, that with careful planning the mass media might be employed to alert parents to the need for the particular steps taken, one thing is certain. If nothing is done to halt the spread of this kind of permissiveness, an increasing proportion of boys—and in time, of adults—will come to regard stealing as a normal and acceptable form of behaviour.

Another of the findings provides a further important guideline for preventive action. This is the finding that stealing is a commonly used outlet for frustration and excitement seeking. It is not difficult to understand the desire of boys for fun and excitement. But what is hard to grasp is the meagre and often twofold class of outlets that our brick and mortar society provides for it. What is desperately needed is a multiplicity of lawful outlets that will attract boys and that they find satisfying. If we cannot do this for our youth, then we are a strange people with no eye for the future.

In the recommendations section of my report, I have made further suggestions linked to these and other of the findings of the investigation. My suggestions relate to causal factors such as association with local thieves, truancy, the view of many boys that they can get away with stealing, and the consequences of getting caught are not serious. The Home Secretary also said that some of the methods used were not well founded. When it comes to appraising methods, we must remember that the Home Secretary is not a social scientist. He might therefore think it worth his while to study the review of my report by a leading social scientist, Barbara Wootton, in *New Society* (December 25)—and I think again.

So might Mr Coffield.

WILLIAM BELSON
Prince of Wales Drive,
London SW11.

Fair to middling

The Schools Council paper on the curriculum in the middle years was disappointing. The authors seem heavily on previous public school experience and things said to their credit. It would be a good idea to place for a small team of specialists to produce a radical new thinking.

Teachers working with pupils in their middle years would not be looking for a definitive statement on the curriculum, most are already aware of many of the ideas expressed in the report.

It was quite remarkable that 10 pages were devoted to physical education and only four pages to religious education, and a greater play that worship was not mentioned. Worship, in the main, may not be "educative" but it is nevertheless an experience which ought to merit attention by curriculum thinkers.

Later, the paper says that work similar to Science 5-13 is taking place in other related fields. Most teachers in the middle years want to be concerned with inter-disciplinary inquiry and material similar to Science 5-13 is now essential if the ideas of the middle years is to become firmly established.

P. R. MILES
197 Shaftesbury Court,
Regency Walk, Shirley, Croydon.

LETTERS

Safety Act: quandary for chemists

Sir.—Your report of the prohibition order and improvement notice served on Gateshead Technical College under the Health and Safety Act (February 13) raises doubts about schools surviving such inspections.

While some sectors of education have received published guidelines on specific actions to comply with the Act, primary and secondary education have not. They have only regulations and advice published before the Act and probably now out of date.

For secondary chemistry teachers the situation is particularly alarming; we have been advised through Education in Chemistry to follow

the guidelines laid down in the DES booklet on safety in science laboratories. If this were done, much chemistry teaching in Britain would cease. How many school labs used for chemistry have two fume cupboards, no cracks in the floor, a first-aid kit, and a specially constructed volatile liquids store outside the lab with external switchgear, an explosion vent and at least one how's fire resistance?

Perhaps the most alarming facet is the responsibility of the teacher. Even if he notifies the authority that his lab is unsafe (it does not comply with the impossible DES guidelines), he is still, I gather, answerable for any accidents which

happen in the lab due to its unsafe condition, under the new Act. The only safe procedure for the teacher would be to refuse to teach in the lab until it was made to comply with the guidelines; again, virtually the cessation of science teaching in Britain.

The code of practice for schools is in preparation by the Health and Safety Commission. Until it is published the situation remains, to put it mildly, unclear, and unfortunately seems to be receiving little in the way of clarification from science advisers and others in authority.

A. WILSON
Brantham,
Manningtree, Essex.

Ban on banding will upset comprehensive balance

Sir.—I am writing for all those in London who have actively campaigned for comprehensives and see the need to amend the Education Bill to make sure that, by balancing intakes, they will succeed.

Many of the newer comprehensives will be small by traditional standards—too small think many of us who see comprehensive education as an *à la carte*, not *table d'hôte*. Staffing levels mean that, without balancing, unrepresentatively small groups of more, or of less, able pupils in some schools will not be properly catered for. I do not accept that extra funding can alleviate the difficulties of "unbalanced" schools, for I know of one school which has been generously treated by Inner London Education Authority to no noticeable effect.

I do not agree that it is either impossible or bad to broadly assess a child's ability in relation to some predetermined norm. Of course, what you do with such assessments can be unacceptable, hence the whole comprehensive issue, but for handling them accurately, I would go further and claim that some measure of the range they have reached (and not to indicate where

they should go), but also as a vital indicator (among others) of the health of the school. My experience as a governor in south-west London, clearly contrary to your CASE correspondence from across the river (February 20) is that parents understand the concept and accept the need for assessment. Indeed, they welcome it and are appalled at the prospect of unbalanced intakes to comprehensive schools.

Finally, I have read and reread Mr Taylor's and the Northern School Letters and have failed to detect any argument for neighbourhood schools half as persuasive as the geographic (in many neighbourhoods too many schools, in others too few), the historic (some with appalling others magnificent, rarely justified, reputations), and educational (typical inner city) realities of London in favour of balancing.

Nor do I understand why they can so readily abandon all opportunity for parental choice (self schools in my neighbourhood, large, small, mixed, coeducational). Parental choice, its unfortunate side-effects mitigated by a broadly conceived banding policy, seems to me to be a practical, educationally sound and acceptable solution.

L. MASSEY
9 Kyrle Road,
London, SW11.

Sledge hammer

Sir.—While appreciating Mr Taj Muhammad Taj's (February 20) deep concern to protect his daughters on religious grounds I feel that he is taking a sledge hammer to crack a nut when he suggests that a solution will be found in lowering the school leaving age to 15 for boys and 14 or 13 for girls. Moreover, it is arrogant to suggest that the native community should sacrifice its educational values for the sake of the moral values of a small ethnic minority.

If Muslims require single sex education for their daughters it would be far easier for them to demand accommodation within the existing system, for example special classes in comprehensive schools, than to lobby for a lowering of the school leaving age.

ROBERT CLARE
Ribbleton, Preston

Broad and high

Sir.—Why do many universities and polytechnics still refuse to accept A level general studies (Joint Matriculation Board) as a valid qualification for higher education? This A level has a wider, more far-reaching syllabus than any other. Its subjects require considered and intensive study using broad knowledge and a high level of reasoning ability.

RICHARD LINGARD
ALAN MARKLESS
Sutton Coldfield College of Further Education.



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Sport
NI set for
soccer
victory

by Stanley Levenson

Northern Ireland's schoolboy footballers travel hopefully to Oxford tomorrow for the match against England, the first in the 1976 Victory Shield tournament for under-15s.

The team is "more skilful and a little bit stronger" than last year's which lost by only 1-0, says Mr Jim McDowell, the Irish school's football secretary, who is head of the Old Warren primary school in Lisburn.

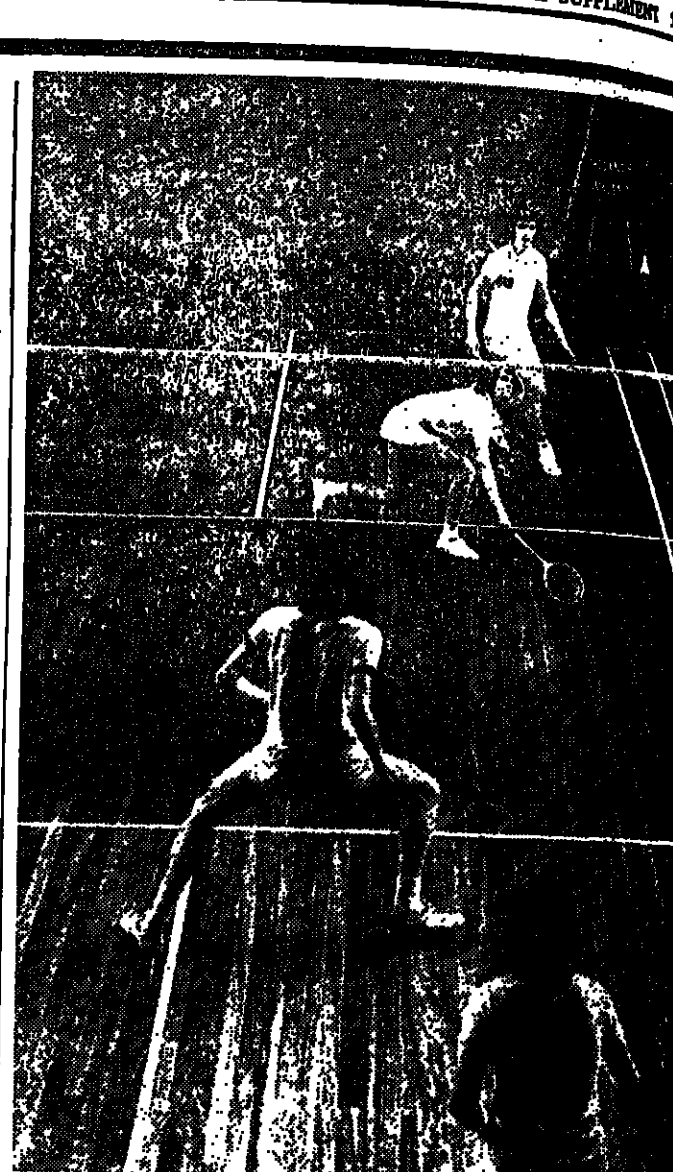
An unbeaten run against junior teams of similar strength in practice games has given Mr McDowell hope. "We have been very close to a win a number of times. I hope we can do it this time."

The Irish, of course, play all their home matches away. Their nearest match, that narrow defeat by England, was in Stranraer, Scotland. Mr McDowell says he understands why schools will not play in Northern Ireland, but there are few problems in staging schoolboy football in the province.

Eddie Houston, a midfield player from Larne Technical College, is the only boy from last season's team to be playing again. His appearance at Oxford will bring him his fifth cap.

The England team are all newcomers, chosen after the usual trials and a residential selection course in Stafford at the end of February.

Their predecessors have left them quite a reputation to live up to. Apart from winning the 1975 Victory Shield, they won the first ever European schoolboy tournament after defeating West Germany 4-2 in Dortmund last May.



Karen Bridge (Surrey) and Andy Goodie (Herts), facing camera, in their mixed doubles.

English invaders take their
first basketball honours

After seven lean years the English senior basketball team have at last beaten their Irish rivals. They did so at Malvern, near Cork, by the narrow margin of 60-57. It was their first win on Irish soil.

Top scorer was Allina Golembarski of Becker School, Nottingham with 22 points. Ten more points came from Lindsay Yates (Acland School, Tossie).

But an English double was thwarted by the Irish under-16s who beat England 77-53, with Ruth Vowles (Plumo School, Malden, Essex) contributing 13 points.

The Irish generally got the better of the English girls, who have a long journey each way. Jackie Cheetham, vice-captain of the under-16s who is a pupil at Dayncourt Comprehensive School, Nottingham, writes: "We had a fantastic welcome from the Irish. There was masses of food... an incredible weekend made all the more worth while by the warm friendliness of our Irish hosts."

Tomorrow night it is England's turn to be hosts—to the Scots in a double-header at the American School, in London.

Scots surprise
at badminton

Scotland won the first four schools' badminton tournaments recently by beating England at Bristol. The big surprise was the defeat of Karen Bridge, England's outstanding young player, by 12-11, 9-11, 12-9 to Hamilton, one of Scotland's experienced young players.

But this unexpected setback was counterbalanced by Anna Chinniglo's 11-6, 11-4 over Caroline King, of Scotland. The Welsh and all-rounders were never in it. Each lost to England and 8-1 to Scotland. The Irish beat the Welsh 7-1.

Best sports centre

A competition to find Britain's best run sports centre has been announced by the Sports Council. Its object is to find the centre which combines efficient and enterprising management with attractive facilities, reasonable charges and a wide range of activities to provide for all sections of the community. Prizes include a trophy and cheque for £1,000.

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'Put cycling on curriculum'

Cycling must find a place on the curriculum of teachers' training colleges if it is to be taught, said Mr Dick Poole, the British cycling coaching scheme's southern regional coach, at Kettering, Northamptonshire, last week.

He told a conference of candidate coaches that among the scheme's objectives was the establishment of cycling as a recommended sport for future physical education teachers. A start was being made at a large college near his home.

The coaching scheme brings together the nation's two major governing bodies. The British Cycling Federation and the Road Racing Council now come into line with the specialist English Schools Cycling Association.

The ESCA publicity officer, Mr Peter Hopkins, a grammar school teacher of Loughborough, Leicestershire, said that the popularity of cycling was not fairly reflected by those students should learn. "And yet," he said, "our officials have sometimes found that when they have offered, completely free, to talk to students about the sport, it is as though the administrators think there is something unseemly about it."

"In earlier days cycling was administered by the Amateur Athletic Association, and you cannot be more respectable than that, can you?"

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Primary French

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Books:
politics; literature;
education;
home economics and
art textbooks

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Resources:
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catalogue; reading;
community publishing

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Talkback:
discussion groups;
learning programmes

Science
or
ideology?

The real message of educational research is not the sum of its findings, but the concept of human mentality it embodies. Particular findings are rarely conclusive or indisputable, and they are frequently suggested or ignored. But the conventional mode of research method, how questions are posed and the kinds of answer accepted as evidence, foster a climate of concepts about teachers and pupils and what happens in schools. This climate, carried over from project to project and report to report, conditions how we think about educational reality long after particular results have been forgotten.

Research is often criticized for its inconclusiveness, or for the obviousness of its conclusions. It is rarely considered that the key to its shortcomings should be sought in the way it asks its questions in the first place. This failure of critical scrutiny is understandable.

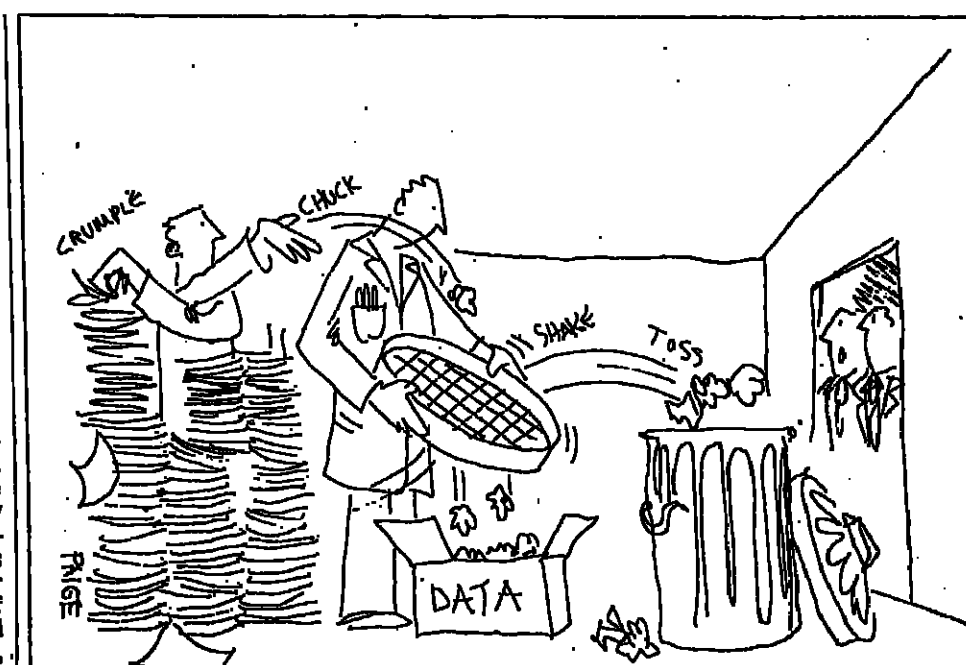
Details of method are seen as the researcher's province, too specialized and complicated for general interest. But complications of procedure often divert attention from the fact that the choice of questions to be tackled and of methods for tackling them is not scientific, but a matter of what you consider it most important to know about human beings.

That aspect of research convention which most embodies attitudes towards consciousness is the treatment of language. Yet this is the most neglected element in the professional as well as the public reception, even critical reception, of research.

Why? The most influential discipline shaping the preconceptions of researchers is psychology. For many research jobs a psychology degree is a specified qualification. In other cases or societies, this might have meant a qualification in understanding the nature of consciousness, and consequently a close attention to the complexities of language. In Britain now it usually means training in methods of observing behaviour and finding statistical correlations between different observations.

What intensifies the effect of this bias in education, even more than in the fields of social activity, most of the "behaviour" is verbal. Every aspect of research depends crucially on the use of language in the handling of words: the definition of problems, the phrasing of test items, questionnaires and interviews, the analysis of responses, the interpretation of results, the communication of findings. The principal data are usually teachers' statements. Yet in a field when psychology has cut itself off from its historical roots in literary and philosophical inquiry, researchers are not expected to have any special expertise in handling words.

This might be less of a disaster if the prevalent behaviourist psychology were at least true to its self-defined limitations, and concentrated on searching for concrete descriptions of what people observe. Both the extent and the limits of its usefulness would then be apparent. But it gives the name "behaviour" to all sorts of things, of language which it accepts, and eventually mysterious principles which they cannot be explained by



IN HERE THE MORE ELABORATE ANSWERS ARE SORTED OUT FROM THE SHORTER MORE USABLE ONES.

haviouristically, as evidence of "attitudes", "beliefs", "personality", "ability" and so on. It thus returns surreptitiously to the area of ordinary language, with its age-old reliance on concepts of the inner life. But it lacks insights of those disciplines which concern themselves with how language works. Behaviourism is involved with vast traditions of meaning which it does not admit.

There is an underlying connexion between the prevalence of the contrived administrative viewpoint in the procedures of research funding, and the fact that the techniques of educational research—and social science in general—are concerned with defining people in the mass and from outside. Since accounts of human behaviour cannot be made to seem convincing without reference to consciousness and motivation, social science must invoke concepts of what people think, feel, believe, want.

Such concepts are not examined, because behaviourism pretends not to deal in such matters. Yet it is this aspect of research results—the assumptions about consciousness and motivation—which survives the disseminating process. Assumptions such as people mean what they say and do what they intend; that their opinions fall neatly on to a spectrum between logical opposites; in particular, that most people's beliefs are stable, unambiguous, conventional and passive.

The exercise is set up as if to discover beliefs. Actually the attitude scales, personality inventories, opinion ratings, and so forth, are designed to exclude as much of the thoughts and feelings of the people being investigated as is compatible with credibility. The basic model is a particular kind of conversation. This model quickly becomes submerged in technical procedures, but if we compare it with the nature of ordinary conversation we can see its distinctive features.

Ordinary conversation is an argument for the development of our beliefs and behaviour. We fumble, we argue, we struggle with contradiction and emotion, and gradually we construct our new response to a vividly present web of relationships and difficulties. We do not know what we are going to say before we say it. Memories, amorphous impressions, strands of relationship and residues of previous opinion become present attitudes during the work of conversation. Like demanding work, a good conversation gives us the opportunity and the stimulus to make ourselves anew, to bring

ourselves up to date, to recreate ourselves and become something more than we were. We are quite different creatures at the height of activity and the depths of passivity.

The conversation held between researcher and "subject", on the other hand, is based on the assumption that people have beliefs and attitudes as static attributes in certain degrees of intensity. The conversation is tightly controlled by the researcher, leaving only tiny slots for the respondent's contribution. What is registered as "hard evidence" (despite possibly more exploratory conversations in early stages) is only the most automatic reflection of a prevailing ethos, or else the most passive residue of opinions.

This is, certainly, one layer of the respondent's consciousness. But educational research does not employ a concept of layers or levels of consciousness, with its implication of possible contradictions, tensions, changes of mood and perception. The findings screen out creative potential by screening out present ambivalence and complexity. We are left with a picture of stable superficiality on a massive scale, and no hint of the capacity to produce new responses in a new situation—which is largely, of course, what good teaching and learning is all about.

The commonest research techniques have, in fact, an affinity with bad teaching. One of the partners determines the whole of the terms on which the interaction is to take place, leaving only little gaps for "agrees", "disagrees", or "neutral" (or some slight variation) by the other. The kind of teaching most amenable to such methods is that which minimizes pupils' self-realization. And research all too often lets itself be drawn unashamedly to those phenomena which are most amenable to it.

The attempt to isolate a few significant factors within a complex process may often be an escape from the complexity of the process. Social phenomena cannot be understood by isolating a few of the most important factors. They must be understood by progressively elaborating our picture of the full range of influential factors, keeping them all within the picture by cultivating more fluid and more complex models. For enlightenment on how this kind of description is achieved, one must turn to the humanities. Paradoxically it is the literary tradition, regarded by behaviourists as "merely" subjective, which excels in the description of concrete behaviour and fluid meaning.

Gabriel Chanan
looks at research's hidden curriculum,
and suggests that its techniques
and assumptions
need to be demystified

The prevalent research attitude, found in dozens of often-used instruments of inquiry, sees language as securely embodying single-level meanings, irrespective of content. It thinks it has discovered facts when it has amassed 20 or 30 phrases from a number of people, counted these up, and juggled with the numbers. This view of human beings as repositories of belief and meaning rather than creators of them is more influential than particular research findings. It is research's own hidden curriculum.

Here we enter the interesting twilight area between what research actually does and what it is assumed to do. There are many stages of interpretation and amplification between raw data and public statement. We need not hold the researcher responsible for all of them in order to be interested in how they work. Just as, at the inception of research, non-scientific conjectures are extremely important in determining what questions are asked, so in the stages of dissemination and interpretation, which begin with the research report and end in a series of casual conversations, there are innumerable opportunities for the influence of assumptions which have nothing to do with scientific method and everything to do with social preconceptions.

Research aspires to be science, but frequently ends up as ideology. The effect of a climate of research results which corporately conveys the impression of a mass of stable, superficial, unproblematic opinion is to make individuals feel that the confused, ambivalent, exploratory perceptions of which they are aware in themselves are insignificant. Claiming to reveal, research conceals. How this process works is a topic which ought to be researched in depth, in order to demystify the field and establish a new objectivity which may attract more confidence.

Gabriel Chanan is editor at the National Foundation for Educational Research.



PAGE

The NFER report *Primary French in the Balance* was published fifteen months ago. How valid were its conclusions? How much influence has it had on primary schools? Michael Buckley suggests here that there are serious shortcomings in the report, while Bob Doe looks at local authority reaction, and the continuing debate between the NFER and its critics

Jumping to conclusions

by Michael Buckley

The report from the National Foundation for Educational Research, *Primary French in the Balance*, was published just over a year ago. Since then, many of those concerned with foreign language learning, both in Britain and abroad, have become increasingly worried about how some policy makers have reacted to the report.

A common reaction has been to conclude that there is no value in introducing a foreign language at the age of eight or nine. In some ways this sort of response is understandable and the last sentence of the report is widely interpreted as a clear recommendation to such action: "Now that the results of the evaluation are finally available, it is hard to resist the conclusion that the weight of the evidence has combined with the balance of opinion to tip the scales against a possible expansion of the teaching of French in primary schools."

Now that some of the dust has settled, it is time to apply three questions to this concluding sentence. They are questions which should be asked of any educational research, but which have frequently been overlooked in the rush to judge primary French.

Does the report provide an adequate basis for making major decisions about foreign language teaching?

There are certainly many important factors to be taken into account, when making decisions about curricula, that it does not consider. What is at issue is not merely whether eight is a perfect age for starting French from the point of view of linguistic achievement. As pointed out in the UNESCO report, *Foreign Languages in Primary Education*, other factors also have to be considered—social, political, educational and psychological.

It is important to emphasize that these factors exist, and that they should hold pride of place in any serious discussion about the position of French in the primary school. A good case could be made for the argument that any decision about primary French should be based entirely on whether or not French can make a valuable contribution to the educational development of children of primary school age. Certainly few people would support those who argue that the content and methods of work in the primary school should be determined by the results of tests on pupils of 16, or even 13.

In this respect it is most significant that of those primary school teachers involved in the NFER evaluation, about half considered that, in ideal circumstances, children should start learning French at the age of eight, while 42 per cent were in favour of introducing French earlier than eight, and only 8 per cent thought that French should be introduced later than the age of eight. For these teachers and their heads, 86 per cent of whom are reported as being in favour of teaching French to all abilities in primary schools, French is clearly a desirable part of the primary curriculum. If opinions are to be put up in the scales, these opinions should carry weight.

There are many factors involved in teaching and learning French in the primary school which are ignored in the report. There remain many vital questions which anyone involved in making decisions about primary French will have to answer, and with which the report makes no claim to help.

There is another respect in which it is difficult to apply the report's findings. The researchers attempted to measure

certain aspects of French teaching and learning in a specific and untypical situation—the pilot scheme. The report in no way justifies the application of its findings to quite different situations, either in Britain or abroad.

The first possible answer, therefore, to the first question is that the report only attempts to provide information on a limited number of the factors to be considered, and that it does not constitute an adequate basis for major decisions about foreign language teaching.

Are the conclusions of the report supported by the evidence?

Looking first at the results of the achievement tests, compare the results of those "experimental" pupils (cohort two) and "control" pupils (control groups two and four) who were, with very few exceptions, in the same schools and classes, at ages 13 and 16.

	13	16
Listening	+	+
Speaking	+	+
Reading	+	+
Writing	+	+

The sign + indicates that the experimental group (children who started French at eight) was significantly better than the control group (children who started French at 11); the sign = that there was no significant difference between the two groups; the sign - that the experimental group did significantly less well than the control group.



French conversation for top juniors: "there is nothing in the report to support the view that the balance of pupil opinion is against the expansion of French in the primary school."

This comparison, which represents a small section of the results of the achievement tests, has attracted a lot of attention. There are, however, good reasons for questioning whether this comparison is very meaningful. With "experimental" and "control" pupils in the same class, with the same teacher, and heading for the same objectives at 16, one would expect any initial gains to be quickly lost. Add to this some of the other features, such as the frustration of the eight plus beginners at being put with 11 plus beginners on moving to the secondary school, and the advantages to the 11 plus beginners of having these more experienced learners in the same class, and the basis of the comparison looks very weak.

A more meaningful source of comparison with cohort two would seem to be control groups one and five, which are composed of pupils who started French at 11 plus in different schools, in classes unaffected by primary school French. The cohort two pupils still had all the disadvantages referred to above, but the control group did not have the advantages of starting French at 11 in the company of other pupils who had started at eight. Table 2 summarizes the results of cohort 2, at ages 13 and 16, compared with those of control groups 1 and 5, respectively.

	13	16
Listening	+	+
Speaking	+	+
Reading	+	+
Writing	+	+

These results could be said to represent the "substantial gain" which is said not to exist. The primary schools involved here are clearly shown to have done a good job: to conclude that there should be "no expansion" of primary French seems to be a non-sequitur.

Then there is the appeal to "the balance of opinion". It is remarkable that of every group whose opinions are quoted in the report, most (and, usually, a large majority) support primary French. Primary school teachers and heads clearly supported French in the primary school. The report states, moreover, that the findings "all point to the emergence of a more favourable assessment of the primary school teachers involved in the experiment of the value of teaching French across the ability range". In 1970, 78 per cent of the teachers agreed that no child should be deprived of the opportunity to learn French in the primary school.

When the pupils were in the first two years of secondary school, between 81 per cent (in 1968) and 78 per cent (in 1972) of heads of department and between 88 per cent (in 1968) and 74 per cent (in 1972) of French teachers were reported to be in favour of teaching French to pupils who had already been introduced to the language in the primary school. Between 86 per cent and 66 per cent of secondary heads were also reported to hold such positive views.

HMIs. They seemed clearly in favour of primary French up to the end of the first two years in the secondary school. The NFER report unfortunately contains no HMI report of any sort for the last three years of secondary French, so there is no objective evidence available to which to draw conclusions about their opinions during this stage.

● Pupils. At no time are fewer than 53 per cent of the experimental pupils reported to have positive attitudes towards French. When both pupils and teachers see the ability to speak the language as an important objective, those pupils who started at eight are reported as having maintained significantly more favourable attitudes to speaking than do those who started at 11. There is nothing in the report to support the view that the balance of pupil opinion is against the expansion of French in the primary school.

In the light of this, one wonders whose opinion is being used so forcibly to support the authors' conclusion, since the opinions cited in the report do not appear to support the conclusion. There appears to be a similar dichotomy between the evidence and the conclusions about achievement.

Were the achievement tests appropriate?

With a piece of research whose conclusions rely so heavily on a variety of tests, it is important to examine the tests closely to establish whether they do, in fact, test what they are supposed to test. Achievement tests, which is how the French tests used in the research are referred to in the report, are supposed to determine how much of the material of a course has actually been mastered; they include only what has been taught. Do the tests meet these criteria?

In the tests administered at age 16, for example, we find there is no test either of pronunciation or of free conversational ability. One understands the difficulties of administering such tests on a wide scale. Nevertheless, what were generally recognized, at least in the pilot schools, as two of the most important objectives, for both learners and teachers, were not assessed. It is possible, even likely, that the pupils who started at eight would have done significantly better at such tests than those pupils who started at 11, particularly in view of the reported positive attitude of the experimental pupils to speaking.

If the tests did not sample fully the range of what the experimental pupils were capable of in French, the testing techniques used were often quite different from anything previously met by most of the experimental pupils. The Battery 2 Writing Tests, for example, depended heavily on gap-filling of a type which was quite different from anything that most of the experimental pupils had previously been asked to do in French. (Though, interestingly, they were similar to the gap-filling exercises on which most of the courses used with 11-year-old beginners rely heavily.)

It is also important to examine the language content of the tests. There are some sentences in the report which could lead the casual reader to believe that the tests are composed of lexical and grammatical items common to the different courses they followed ("The common content of the several primary stage courses served to establish the boundaries of possible item content").

The task of establishing a common content... "Common content... guided the choice of material...". This is not, in fact, the case. The tests contain a high proportion of lexical and grammatical items which were quite new to most of the pupils taking them. To take just one example of a reading test item: a six-line text, with three multiple-choice questions, contains no fewer than 17 words which pupils following the Nuffield course *En Avant* (about 80 per cent of the experimental pupils) would almost certainly not have met at the time of taking the test.

One interesting possibility is that the achievement tests contained so much that was new to the pupils, in techniques and language, that they amounted to tests of intelligence.

If it were so, it would go some way towards explaining the results. As that as it may, it is difficult to see how some of the tests used could be said to be appropriate tests of achievement, at least for those experimental pupils who were following *En Avant*. They do not test objectives and contain tests of techniques and language items which were not part of the learning objectives for these pupils. In the circumstances the conclusions about these pupils' achievement based on these tests must be subject to some strong reservations.

The available evidence suggests very strongly that while the introduction of French into primary schools was not an unqualified success, it was nevertheless a very real step in the right direction. The report neither constitutes a basis for condemning, nor for recommending, the continuation or planning about primary French.

For these reasons that many of the criticisms of the report are really in the balance: is it a step forward or is it rather "Primary French in the Balance"?

Teachers at the Language Centre, York University. This article is a revised version of an article shortly to be published in the *Audio-Visual Language* journal.

What about the after eights?

by Bob Doe

Though the enthusiasts for primary French still hold some ground, there has been little expansion since the publication, a year or so ago, of *Primary French in the Balance*. No real argument has raged about the report's findings, and any criticisms of it have remained largely unanswered by the NFER, who have even warned Michael Buckley (whose article appears opposite) that he may face legal action over his criticisms.

Meanwhile, in the nother world of DES, they seem to be holding their breath in the hope that the expansion of primary French, with its expensive implications for qualified teachers and in-service training, will quietly go away.

It is difficult to track down the schools and authorities that might have started primary French had the report been more favourable. But in the areas where it does exist, whether it goes away or not depends very much on the influence the curriculum authorities seek to influence the curriculum. Some have taken policy decisions to end Junior French, while others have acted to sustain it, though usually without spending any extra money. Yet others just "leave it to headteachers."

In some areas the report is seen as justification for a cutback in spending in that direction; in others it is shrugged off as making primary French the scapegoat for the shortcomings of modern language teaching in mixed ability secondary schools, or as simply irrelevant since the changeover to middle schools, and French, from nine. Many schools are moving away from teaching the language to teaching about the French and France, though the influence of the report in this is denied.

In 1972 the DES estimated that 34 per cent of all junior schools were teaching French, and they have recently begun an inquiry to see what the position is now. They should know the answer by July or August. It seems likely that they will find some decline.

In Gwent and Devon the education committees took the decision to end support for primary French. Tom Jones, assistant director of education in Gwent, said: "The report confirmed our own impressions and those gained by heads and teachers involved in the scheme." In Devon Roy Pryke, assistant education officer, said: "The report was very influential. It gave us something very positive to get our concern against."

Now these authorities are making no extra teachers or money and no in-service training available for primary French. Gwent has no modern languages adviser, but in Devon advisers are now encouraging French studies instead.

In West Sussex encouragement comes from the top, from Roy Potter, the county's chief education officer and one of the enthusiasts for primary French. But enthusiasm is above all else a fragile thing, and these days of financial stringency, though some in-service training continues, there is no extra staff or money for primary French.

Roy Potter believes it can be a complementary part of the primary curriculum, but financial considerations now predominate. "It is ironic that just when, because of the falling numbers in primary schools, we would have been more able to release teachers, in-service training has had to be cut."

In Hereford and Worcester primary

French is "flourishing", according to David Mann, the county modern languages adviser. "We have put a lot of resources into it in the last eight to 10 years and I am in no way convinced that the report should lead us to throw it all out the window."

He did not accept the final sentence that the balance of research and opinion was against expansion. They had taken seriously the comments on the over-use of the tape-recorder, and the need to provide for different abilities. They had abandoned the "lockstep" approach, with everyone working at the same level all the time, in favour of more flexible teaching. To ensure continuity they only supported the introduction of French where all primary schools feeding the same secondary were doing it.

Dorset, Durham, Hillingdon, Nottinghamshire and Somerset are among the authorities where French studies are being encouraged to replace all or some of the primary French. Advisers in these counties, however, were virtually unanimous in saying that the report had little influence on this decision.

Barbara Mason, the Dorset adviser, said: "The report was not influential on my thinking. The situation in my county is the important thing." French studies was an attempt to integrate French in the primary curriculum and enable teachers and pupils who were unable to teach or learn the language to participate.

One effect of the report noted by several advisers was the demoralizing and discouraging result it had had on teachers. Barry Knight, Somerset's modern languages adviser, said he had had to do quite a lot of "public relations" work with teachers and parents, setting out exactly what the report had and had not said. The summaries and headlines in the papers such as "parlez-vous at eight a waste of time", had not helped.

Sue Prior, an ILEA inspector of modern languages, said the report had made some teachers feel unappreciated. In Inner London the number of primary schools offering French had declined in the past three years because of the shortage of competent teachers and more urgent problems facing schools. The ILEA television service had discontinued the television series for primary French teaching, rather than give it the costly updating it required.

It is clear from talking to those committed to primary French that the debate is about more than just the magic age for learning a language. It concerns, too, the place of French in the primary curriculum, and of anything else other than "the three Rs". This is one aspect concerning the Nuffield Foundation, which set up the York Language Teaching Centre and originated the *En Avant* course for primary French. (Sales of the course are reported to be "up to forecast" in spite of the report.)

John Maddox, the Nuffield Foundation's director, said: "The report's conclusion that there is no case for the expansion of primary French begs the crucial question of the primary school curriculum, and what should be in it anyway." History and geography could equally well be excluded on the same basis as French; the diverse approaches of primary schools were a nuisance to secondary schools.

The Nuffield Foundation is now considering if it should make a booklet on the whole primary curriculum. It is also considering a response to *Primary French in the Balance* that would be both a critique of the report and a new evidence.

Of the criticisms that have been levelled at the report so far, its authors, chief among whom is Clare Burstall, deputy director of the National Foundation for Educational Research, have been seriously miffed. A "critical notice" appeared in the *British Journal of Educational Psychology* last November. Neville Bennett of Lancaster University criticized the research design, on the grounds that the control groups and experimental groups had not been matched. His conclusions were a direct contradiction of Clare Burstall's. Both the weight of evidence and the balance of opinion favoured a start at eight and not 11, he said.

No reply has been made to this, nor is any planned by the foundation—a reticence that is curious from the authors of what Alfred Yates, the foundation's director, has called one of the NFER's most important pieces of work. Perhaps it is

even more important for the credence that seems to be given to it abroad, where *Primary French in the Balance* has been cited in support of foreign language policy decisions at the primary level in Australia, Canada, Germany and France.

Even more curious is the foundation's reaction to the longer version of the article by Michael Buckley which appears opposite. He sent a copy of the longer version to Clare Burstall last year, asking for her comments on it, only to be warned by her, and later by Alfred Yates, that he faced legal action for defamation if he published it.

Clare Burstall refused to comment for publication on the criticisms of her report by Neville Bennett, or her reasons for making no response to them, or on any criticisms made by, or warnings given to, Michael Buckley. She even declined to comment on the extent to which the conclusions of her report could be generalized.

Alfred Yates said they had considered taking legal action at one time, but they had now dropped the idea. He did not know on what grounds the article had been actionable, but their legal advice had been that it was. Asked if this was not an unusual way of dealing with research critics, he said "most unusual", but there had been a long, "increasingly irritating" correspondence with Michael Buckley, who had chosen to send them his article and whose interpretations did not always "square with the facts". The NFER had not replied to the BJE article because it would be months before any reply could be published.

Michael Buckley said he was threatened with legal action in that first reply to his article from the NFER. "From the beginning, I have been willing, and anxious, to be persuaded that my reservations about the report were misplaced. Where I have been shown to be less than fully correct, I have gladly withdrawn. But it seems quite inappropriate in an academic debate to expect an argument to be withdrawn, not in the face of superior counter-argument, but in the face of threats of legal action."

This is not the first time that threats of this kind have been implied to critics of the NFER's primary French work. In 1971, Ms Penny Sewell, now a lecturer at Birkbeck College but then a student on an MA linguistics course at Essex University, wrote with a colleague a review of the project's second interim report. She sent a copy to Dr Burstall, whose response was to ask Ms Sewell: "In the event of it being necessary to take further action on this matter, would I be correct in assuming that you and your co-author wish to assume equal legal responsibility for the statements contained in your document?" No rebuttal of the criticisms was offered, but Ms Sewell and her co-author dropped the idea of publication.

It is not only the NFER who have adopted a low profile since the report was published. The DES, too, have remained pretty quiet about primary French, especially when it is considered that they provided the impetus for the experiment in the first place. They did hold a strictly-by-invitation conference on the report for teachers and advisers last year at York University. By most accounts, the delegates stubbornly refused to write an obituary for Junior French, were fiercely critical of the report, virtually unanimous in support of continuing Junior French, and demanded a statement from the organizers that the views expressed were "not objective" and those of people with "vested interests"—though who else could be expected to have even read the report is not clear.

The DES and HM Inspectorate do not like to be seen to be too influential (or culpable) in curriculum matters, and will not comment officially on them. Unofficially, voices from this underworld say the experiment was set up to determine whether it would be feasible to extend French to all primary schools, and this has proven not to be so because of the large numbers of teachers that would be needed. The necessity to restrict public spending, and the fact that French is already a shortage subject anyway for teachers, it is pointed out, does not allow this.

If that is so, it makes it pretty clear that even if *Primary French in the Balance* had concluded that French from 8 was a howling success, it really would not have made much difference.

Chiaroscuro of a Wessex life

Kitty Mrosovsky on Thomas Hardy

The Genius of Thomas Hardy. Edited by Margaret Drabble. Widenfeld and Nicolson £5.50, 297 7633 3.

Thomas Hardy: An Illustrated Biography. By Timothy O'Sullivan. Macmillan £6.50, 333 17843 2.

The Wormwood Cup: Thomas Hardy in Cornwall. By Kenneth Phelps. Loden Press (Padstow, Cornwall) £3.75, 902899 41 4.

The ripple of illustrations widening around famous authors reminds me of Roland Barthes's remarks about fashion magazines. Images, says Barthes, fascinate, but it is descriptive texts that propel people to the shops; an image is a "saturated system", luscious and full, but speech is brittle, fragmentary, unfilled. As a consumer of feminine fashions, I am not convinced that Barthes has got the psychological process zipped up. But as a consumer of books, I find the distinction apt. I have yet to buy a book because I cannot resist the picture of the author.

Such is the vogue for illustrated biographies that they can themselves be compared to fashion magazines. However, a brief biography such as Timothy O'Sullivan's *Thomas Hardy* is not altogether designed to send you out with a sudden urge for *The Hand of Ethelberta* or *A Pair*

of *Blue Eyes*, or whichever of Hardy's novels you do not have. If a charming period photograph of a young woman reading her curiously shod foot on the fender in the interior of her cottage commands attention, it is against the busy background notion of Hardy's interest in "traditional life". The main function of the text is to set the scene for the evocative interplay of the images.

It would be wrong to suggest that Timothy O'Sullivan's narrative has no merits. He writes carefully and coherently. Without offering complex evidence (for which one must go to Robert Gittings) he indicates the chiaroscuro of Hardy's life and temperament in a way which, despite being superficial, is headed and far from naïve. And so, while Hardy indulges "a strong taste for anything to do with death", or is "shorn of his inherited beliefs" by Darwin, or flows smoothly and evenly on, reflecting the sights of the times: cottages and mansions, friends and relatives, the great man himself, samples of his tidily eccentric sketches.

Hardy's creative output has its place in this panorama. Quite a few of his poems, sometimes in his own legible manuscript, are incorporated into the pictures. For instance, a space framed by a rectangular black line is shared between the italicized lines of *A Lunar Eclipse*, and a photograph from *The Times*; a pale

slither of a crescent, striations of black cloud—just the ideal blend of serenity and gloom with which to invest the poem.

There may not be much harm in such glimpses of saturation, but they do cloy. I hoped that the thick-page volume edited by Margaret Drabble would be more worth getting to grips with, and I was disappointed. Similar pictures, including the very same cottage girl, alternate in sandwich style with the text, which is repetitively anecdotal.

Despite, or because of, the uneven calibre of the contributors, the tone of the collection is politely inclusive and inconclusive. "Today," says one contributor, Hardy "would become a don, to the loss of all"—never mind the usual obnoxiousness to "logic" which another contributor detects in him. Lois Descon's curdled line is by no means out; "Dysphemia, presumably Hardy's sweetheart (conceivably his niece and the mother of his child), retains her enigmatic freshness."

The Wormwood Cup, which deals with Hardy and all things Cornish and quavering, is less bitter than it sounds. One merely needs enough dedication to concentrate on the footpaths which Kenneth Phelps knows so well, or on the fad collected at luncheon and tea for the restoration of the church at St Juliot, where Hardy first met his wife. Although not an exciting book, it is at least the most distinctive tribute; but the best books are much more appetitive.

Fen and sea

George Crabbe's Poetry. By Peter New. Macmillan £4.95, 333 19234 5.

Crabbe seems to be taken for the moment to be something strong, something relatively simple and something peculiarly English. Why Crabbe? Whether the association with Britain, the willed anachronism or the distrust of the new-fangled metaphysics of Wordsworth and Coleridge most qualifies him in Englishness, he remains an odd combination of the homespun and the exclusive.

Peter New's book contains sensible, painstaking critique and excellent scholarship. The reader should be warned that the prologue of the book is severely disorientational. There is nothing in it of the belle-lettistic or of the Suffolk-by-the-sea-landship the attractive dust-jacket design contrives to suggest. I do not think the book will win over the hostile reader who feels that the conversion of Pope's agricultural vehicle, the heroic couplet, to Dutch-school realism and narrative leaves Crabbe at best worthy and at worst pantomime; but then perhaps nothing will.

Edward Neill

Paperbacks

Patrician and pauper

Katya Watter

Eminent Victorians. By Lytton Strachey. Penguin 75p, 014 00 0649 4.

Outcast London: Study in the Relationship between Classes in Victorian Society. By Gareth Stedman Jones. Penguin £3.00, 14 055103 4.

These two books could not be more different in the treatment of their subjects. And, apart from the account of Florence Nightingale in Lytton Strachey's *Eminent Victorians* which nods in the direction of the poor (mainly via treatment of the civilian sick), the subjects are equally at extreme ends of the scale.

Eminent Victorians is extremely good to read, if not always strictly accurate. Better lives and accounts have been written, but the long essays on Cardinal Manning, Florence Nightingale, Dr Arnold and General Gordon, create a vivid picture of certain elements of Victorian England. These people were all of the elite and their success depended a great deal on this. "What kind of attention would such persons (Peers and Cabinet Ministers) have paid to some middle-class woman with whom they

were not acquainted, who possessed great experience . . . ?" asks Lytton Strachey, writing of Florence Nightingale.

For those who want to catch the feeling of academic and ecclesiastical pre-occupations of Victorian England, the attitude of the rich to themselves, as well as to the common man, and to enjoy a quick outline of the lives of a few of the standing figures, this remains an informative book.

Outcast London is a type of thesis with (in contrast to Lytton Strachey's essays) every last paragraph related to its authority, supplements in the text and in 45 pages of appendix, by tables and charts. Each chapter concludes with a general summary of the subject discussed, and there is an extensive bibliography and a reliable index. Not a book to browse through, it is designed for those making a serious study of the poor of London.

The picture of the poor, and the particular of the casual labourers and their wives in a horrifying way. Perhaps one of the most vivid points Dr Stedman Jones makes, is that the moral judgments and theories of degeneration so widely held at the time were totally a mercy of their desperate situation brought about by economic factors far beyond their control.

Brontë ephemera

Rosemary Harill

The Brontës. By Brian Wilks. Hamlyn £2.95, 0 500 31269 0.

In November 1861, Charles Hale visited Haworth Parsonage, the former home of the Brontës. He left carrying as souvenirs "the whole lower sash of the window of Charlotte's bedroom", several "panes of glass", some "moulding or woodwork" and the "entire wire and crank of Mr Brontë's bell pull". This strange fascination with trivia has caught in its grip many others apart from Mr Hale. Mr Brontë's spectacles, for example, together with other personal possessions illustrated in this book, have become highly-prized souvenirs to some Brontë fans. To others, this interest seems a disarming and irrelevant distraction from what really matters. "One line of their writing is worth a whole heap of their cast-off clothing", protested one.

Extensively illustrated, with numerous pictures in both colour and black-and-white, this book is more likely to appeal to the first kind of Brontë enthusiast.

The subjects of the pictures range from Haworth landscapes to the tiny books the children made to

write in. There is even a portrait of their father's successor at the parsonage.

The author is faced with the unenviable task of competing with the pictures for the reader's attention. Happily, however, Mr Wilks has denied himself the easy making and dramatization for effect so tempting in writing of the Brontës. Enough has already been written of the romantic isolation of their lives. His moderate and sympathetic goal has been to draw a portrait of the family within the context of nineteenth-century Yorkshire, and he has made some telling points about social conditions in those times. (The average peasant for a Leeds working man was also a poor man then.) A large part of the Reverend Patrick Brontë's life was spent among the working classes and the description of his work and personality is the strongest part of the book. In a way he dominates the text—he both begins and ends it. That the index includes entries under his name that list his children and his wife Anne's together is a sign of a certain lack of objectivity in the writing of the children, but it is much less happy. It's disappointing that the heart of his book never quite beats.

Language in shape and sound

Shirley Toulson

Cambridge Book of English Verse 1833-1978. Edited by Alan Bold. Cambridge University Press £7.50, 0 521 20391 0. Paperback £2.50, 0 521 20391 0.

In Black and White: The Graphics of Charles Toulson. Introduced by Octavio Paz. Carcanet £3.25, 85635 117 2.

Caveat emptor: Cambridge is not Oxford, and what you will get here is not a wide authoritative anthology of contemporary verse but a textbook for those whose knowledge of English literature, ancient or modern, is so minimal that they have to be told in a note that Shakespeare Within those terms, however, it is a very good textbook indeed.

Alan Bold is not so much an editor as a teacher. He has drawn on the work of 10 poets, ranging in date from Edwin Muir to Sylvia Plath, and included a fair number of their most representative works. This is not the sort of anthology in which you can hope for unexpected finds; its value lies in each poet's introductory essay to the individual poems. For these he has drawn on the poet's own prose writings and broadcast talks; but to the verse, the opinions of other critics and frequently on his correspondence and conversations with the poets.

All this material is so arranged that the reader is given the full background to each poem in such a way that he can make his own response to it. Mr Bold does not

intrude with his interpretation, but he does give his readers enough information to comprehend the poems he presents, and to encourage them to seek out further work by the selected poets.

Those inspired in this way by the notes on Charles Toulson's work, have a splendid chance to see for themselves the perception and philosophy that lies behind the poet's visual imagery. The collection of his graphics, in *Black and White*, carries three notes by Toulson in which he elaborates his thoughts on the significance of his work. The *Chances of Rhyme* (which Alan Bold refers to in his notes) with the "exploration of the chance in the techniques of the visual arts."

Tangle and tension

Rachel Evans on law and education

The Schools, the Courts, and the Public Interest. By John C. Hogan. London Books (D. C. Heath) £7.50, 0669 86392 2.

Although this book is American, and John Hogan uses federal law cases to examine tensions between law and education and social change in the USA, it needs to be read in this country.

It is a study of the clashes of federal and constitutional law, and of special expectations of the individual, in cases affecting every aspect of school life and organization. As such it is a valuable source of problems, some of which are in current debate and some which are not but ought to be. In the field of multi-racial education, the tangle of financial discrimination between

public and private education, and the vexed question of children's rights, the analysis of court cases opens up yet another avenue for interdisciplinary work.

Hogan examines three main areas: race, wealth, and the development of the awareness of individual rights in all the minutiae of school life. "Once loosed, the idea of equality is not easily cabled," he quotes the redoubtable Special Prosecutor, Professor Archibald Cox. This is the burden of Hogan's thesis, but it is split out in terms which bring us up short with our own social tensions.

Here, then, is an attempt to define and to find compromise decisions in legal terms—decisions which we, with our different approach, sometimes avoid, hoping the problem will either sort itself out or go away. Cases of state

policies involving race discrimination (particularly in what we would term LEA financial priorities) coupled with neighbourhood and housing policies are all relevant.

The wealth and education section gives a masterly analysis, almost a philosophical treatise, of education as a right; it is a right in interest or a power? This brings up definitions of intelligence, classification, reasonable behaviour, suspect criteria, all relating to the problem of equal financing of public schools. The Educational Priority Area debate seems pale beside it.

Cases cited on individual rights are perhaps the most valuable. Throughout, there is an attempt to unravel the social, economic and educational strands which change personal attitudes, and more slowly change institutional stances. Student

or pupil involvement in decision making, student and teacher rights, student press, codes of behaviour (one court of appeal referred to the "thicket of recent cases" on long hair), punishment, the right to petition, on a student bill of rights—it's all here, spelled out in legal terms—a gold mine for the social investigator.

Hogan has attempted to document the "changing conception of the role of the courts in education", and chapter six is a clear summary of this. This method could well be developed, not so much to polarize legal or educational lobbies, but to examine the grounds of compromise as objectively as possible. As Mary Stocks once said, "Behaviour can't be changed by law, but laws can create habits—and laws have to change as well. This is a disturbingly useful book."

Messianic fascination

Guy Neave on American schooling

The Problems of American Education. Edited by Burton R. Clark. Crown Helm £2.95, £31 05566 3.

Whatever one thinks of American education, there is no doubt that it exercises a messianic fascination upon both liberals and conservatives over here. There is never a Black Paper that does not unfailingly berate us on the horrors that lie in store, should we dare imitate the Americans. And there is just as much goody literature—Free Schools, Deschooling, et al., extolling the other side of the shape of things to come.

Each of the warring sects has its notion of historical determinism, so

it is rarely surprising to find that the current jargonisms on the failures of our education system in the United Kingdom have their forerunners by two or three years on the other side of the Atlantic. This, of course, says much about the bandwagon effect, though it tells us little about the originality of the thinking involved, most of which is often a tired plagiarism of the superficial.

This collection of articles (originally published in the *New York Times*) reflects what one can only term the manic depressive behaviour amongst writers on education these 15 years past. It covers the period from the Sputnik scare, through the heady days in the early sixties when money ran like water, optimism ran like money and all was best in the

best of all possible educational worlds. It ends on a note of world weary scepticism that would do honour to a Roman writing about the time of the onset of the Visigoths.

There are five major themes: the search for excellence, the black and the poor, the adolescent meets the bureaucracy, the reform of the public schools (state schools in our otherwise mendacious vocabulary) and finally—to suit the times—the crisis of purpose and identity in higher education. Since most of the articles were written to be read, rather than to make a reputation, they are persuasive and on the whole well balanced. Clark's introduction is a nice summary of the main topic discussed.

One omission, however, from this

otherwise useful tour d'horizon of the American education scene; why did we expect so much from education anyway? School is no place for dealing with social welfare problems, still less those of urban blight and renewal. That it is thought to be such merely enables other welfare agencies to pass the buck. Perhaps the most depressing thing about educational development these 10 years past (something never mentioned by the pundits) was the facile faith that it could be the panacea for all ills. Of course, with our present state of mind, it is just as ludicrous to go to the opposite extreme and state that it can solve none. To parody Lincoln, it can solve some of the things some of the time. It cannot solve all of the problems all of the time.

Selfconscious—or fun?

Jim Turner

Alternative: England and Wales. Compiled and published by Nicholas Saunders. (65 Balldene, London SW10) £2.25 09501628 5X. Paperback £2.50, 09501628 6X.

This compendium "for people looking for alternatives" (emphatically not a tourist guide) covers almost everything not yet tainted by the Establishment. That includes marijuana, herbals, husbandry and the like. It doesn't fit elsewhere. It is better, at giving an idea of what is available than at attacking what is not. It does not discuss what a busy friend says is the "most exciting secret, maturing the mind."

Contents from other experts have one resolved to check the

information before using it for anything really important. Part of the problem is that the activities discussed are often ephemeral—organizations rise and die within weeks. Hence the need for the updating supplements issued for a few years.

Nicholas Saunders includes some cheeky hints, not the least of which is the gift of 50p to anyone who persuades a library to pay £8.25 for the hardback edition. Using a John Bull type printing outfit to make one's own headed paper, thereby ensuring trade discounts, and making sure you wear the magistrate's old school tie if taken to court are amusing; other dodges are more dubious.

But the book is certainly packed with information, indexed by geographical area as well as subject, and the sections on sex and drugs try to present fact rather than pre-

judice. There is advice on setting up a playgroup (seen as the alternative to isolation in the home, baby-minders, or nurseries which are over-subscribed if state-run or expensive if private) and some ideas of what setting up a free-school entails. Saunders does try to persuade his readers to sort out the legal framework for their activities.

The layout is never dull; there are some clear, if messy, diagrams, well-planned tables, and funny drawings. But the book suffers from self-consciousness (why use the term "clip butties" if you feel you need to explain it?) and—worst of all—the hint that "old matresses can be covered with the good bits cut out of old Persian carpets". Perhaps I take him too seriously. This is an original project that might make other publishers sit up; 368 A4 illustrated pages for £2.50 is pretty good.

Figural interpretations

Hayden Murphy

The Transformations of Allegory. By Guy Clifford. (London) £3.50, 0 7146 072 1.

Here comes the fifth in a series designed to have scholars tearing at the remaining academic hairs. They leave the non-scholar bewildered and fortunately driven back to source point but they do provoke a terminable boredom from those who will write with the "linguistic phrase" if they . . . why let's chucking behind their tabular rhetoric.

Professor Clifford, in his enlarged new ends with Wordsworth "The child whose love is here, at least, doth reap

One precious gain, that he forgets himself."

She seems to forget what the initial intention of her scholarship was: an idea intriguing and interesting in its own blurred and boring long before the last section considering "The Possibilities of Allegory" was reached. This was not reached towards with optimism until one had suffered aural pain at the clumsy translations of "my own except where an intention and is specified in the reference". Dante, in particular, must wear a most unbecomingly frown when he reads the prosaic offerings, placed in a thin language, that only academics would proffer as an alternative to poetry.

The concept that allegory has evolved through the ages and pages of Spencer to Swift and hither to

Kafka is fine and needs declaring. But declarations such as "Many modern allegories (such as those of Kafka, the brothers Capke, or Orwell) are closer to actual effects. It is not always in tone, then are the allegories" one feels that a close, even masochistic reading of Swift's "Modest Proposal" is over-due.

This is a modest, if overpriced, offering. If it can still be remembered after a blurb that claims it is "a 'figuring forth' of the movement from a theological to an anthropocentric universe, of the advent of puritanism, science, capitalism, and technology" there is some hope for a future discounting critics and disavowing the considerable conceit of editors who employ them.

Foundations

Hilary Finch

The Development and Structure of the English Educational System. Edited by Keith Evans. Hodder and Stoughton £5.60 0 340 17606 7. Paperback £3.40 17607 5.

This compendium should be welcomed and widely used by students of education. Covering the historical development and structure of education in England and Wales from 1800 to the 1970s, the book grew from a series of handouts prepared for students at the Elizabeth Gaskell College of Education.

All the information is presented in a form easily assimilated and easily revised; each chapter begins with a declaration of its purpose, and the clearly headed sections are concluded by excellent bibliographic references. A useful bonus for many readers will be the final section on essay writing; often, science graduates, faced with a post-graduate certificate in education course, find this a real difficulty.

The appendices, summarizing circular 10/65 and current discussion on comprehensivization, do no more than scratch the surface, but with the final bibliography, the entire collection of papers offers an invaluable foundation for the study of the history of English education.

Among this week's contributors:

Jim Turner is deputy editor of the *Library Association Record*. Audrey Laski is director of the teacher training course at the Central School of Speech and Drama. Guy Neave is the author of *How They Fare*, a study of the results of comprehensive education. Carl Sleyin is a lecturer in politics at Warwick University.

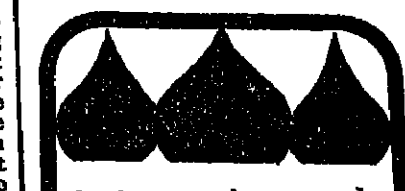
Underrated

Seamus Hegarty

Alfred Adler: The man and his work. By Martha Ogler. Sldgwick and Jackson £2.50, 283 98260 8.

Adler's contribution to both psychological and everyday thinking about problems of human behaviour tends to be underrated. It is to him that we owe such notions as "inferiority complex" and "life style", while a good deal of today's common sense in the field of deviant behaviour can be traced back to him. His charismatic manner and public consultations (only in exceptional circumstances did he consent to see patients privately) had a great influence on the treatment of problem children.

Mrs Ogler's book was first written in 1959. It is a shade haggard for modern tastes, and may irritate the professional psychologist with its meandering pace and occasional imprecision. It is, however, an immensely readable account of the life and work of a great humanist in whom the two were closely linked. Some of his ideas have inevitably been overtaken by advances in psychology, but his overall perspective remains a valid one; it is certainly fair to say that modern child psychiatry and the practice of educational psychology can still learn from it.



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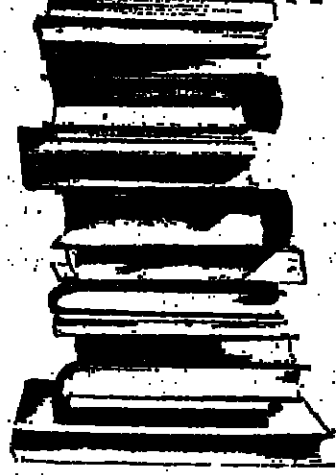
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Nursery Education

Headships

LONDON, N.1

TEACHER wanted from April for small Nursery School with Montessori learning, to take over as Head Teacher in September.

Write enclosing testimonials and c.v. to the Administrator, 68 Barnsbury Road, Islington, N.1.

Deputy Headships Senior Masters/Mistresses

REDFORDSHIRE
EDUCATION SERVICE
AMPHILL ROAD NURSERY SCHOOL, Redford, Bedfordshire.
Applications are invited from experienced Nursery School Teachers for the post of DEPUTY HEAD, to take over as Head Teacher in September.

Experience in Language Development and/or Home-School links an advantage.
Application forms and further details from the Headmistress.

LONDON BOROUGH OF BRENT EDUCATION COMMITTEE

ST MARY'S BAY SCHOOL JOURNEY CENTRE SCHEME 1976
Applications are invited for the following residential posts on the staff of St Mary's Bay School Journey Centre, Kent.

Head Teacher
Deputy Head Teacher
Group 4 Barnham Scale
One Assistant Teacher (Barnham Scale 1)

Salary includes London Weighting, Free board and accommodation in exchange for out-of-school activity duties. The appointments are normally for the whole of the Summer Term.

Teachers interested in secondment should first seek permission from their Head Teacher and Local Education Authority and then apply to the Director of Education (Ref: STAFF/VAH), London Borough of Brent, Education Offices, PO Box No. 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW (Tel. 01-903 1400 Ext. 574) by 19 March.

ilea

Inner London Education Authority

For teaching posts in Inner London
see page 65



Other Appointments

BRENT
(London Borough of)
PURNESS INFANTS' SCHOOL
Purness Road, NW10 8YT
(Tel. 01-271)
Social Priority School
Required from Summer Term or September 1976. Closing date 15 September 1976.
New and experienced teachers for the post of HEAD, to take over as Head Teacher in September.

London allowance of £261 per annum is payable and there is an allowance for residential duties. Candidates should apply by letter to the Headmistress, Purness Road, Wokingham, Berkshire, RG40 3JH. Closing date 15 March.

HAMPSHIRE

OOSPORT/FANHAM AREA
PEEL COMMON COUNTY INFANT SCHOOL
(150 on roll)
The Drive, Oosport, Gosport, Hants. PO13 9QB
Required from September 1976. Applications are invited from suitably qualified and experienced teachers for the post of HEAD, to take over as Head Teacher in September.

Primary Education

Headships

BEDFORDSHIRE
Appointments of Head
DEGEMOND JUNIOR SCHOOL
London Road, Luton
Applications are invited for September 1976. Closing date 15 September 1976.
The School has 250 pupils on roll and is a co-educational school. The Head Teacher will be responsible for the overall management of the school and will report to the Local Education Authority.

Application forms and further details from the Local Education Officer, County Hall, Bedford MK43 9AF. Closing date 22nd March, 1976.

Classified Advertisements

The charge for advertising in all classifications is 60p per line (minimum 3 lines).

Display in classified advertisements £3.48 per single column cm (minimum space 9.5 cm double column at £66.12).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:-

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

BUCKINGHAMSHIRE

WYCOMBE DIVISION
SPENFELD COUNTY COMBINED SCHOOL
Marlow
Appointment of HEAD, Group 5.
Applications are invited from suitably qualified and experienced teachers for the post of HEAD, to take over as Head Teacher in September.

Removal of expenses of up to £150 and housing allowance pending removal are payable in approved cases.
Application forms and further details from the Local Education Officer, Spensfeld County School, Marlow, Bucks. HP8 6GB. Closing date: 22nd March, 1976.

RE-ADVERTISEMENT

Education Committee

Headteacher

WORKSOP NURSERY SCHOOL

The Cane, Worksop, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 40. Salary Group: 1
Vacancy to be filled Summer Term 1976 or as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.



Nottinghamshire County Council

COUNTY OF SOUTH GLAMORGAN

Teaching posts this week

see page 68

PRIMARY

Headships continued

CAMBRIDGESHIRE

ST. ANDREW'S C.E. SCHOOL
St. Andrew's, Cambridge
Application forms for the post of HEAD, to take over as Head Teacher in September.

Application forms and further details from the Local Education Officer, St. Andrew's C.E. School, St. Andrew's, Cambridge. Closing date: 22nd March, 1976.

CUMBERIA

EDUCATION COMMITTEE
HARROGATE PRIMARY SCHOOL
Harrogate, Wetherby
Application forms for the post of HEAD, to take over as Head Teacher in September.

Application forms and further details from the Local Education Officer, Harrogate Primary School, Harrogate, Wetherby. Closing date: 22nd March, 1976.

DEVON

HANSTEAD VLE VALLEY C.P. SCHOOL
(Group 4)
Hanstead, Devon
Application forms for the post of HEAD, to take over as Head Teacher in September.

Application forms and further details from the Local Education Officer, Hanstead Vle Valley C.P. School, Hanstead, Devon. Closing date: 22nd March, 1976.

DORSET

LYME (HILL) INFANT SCHOOL
(Group 2, 3, 4, 5)
Lyme, Dorset
Application forms for the post of HEAD, to take over as Head Teacher in September.

Application forms and further details from the Local Education Officer, Lyme (Hill) Infant School, Lyme, Dorset. Closing date: 22nd March, 1976.

HERTFORDSHIRE

COUNTY COUNCIL
NORTH HERTS DIVISION
ST. MARY'S C.E. (V.C.)
(Group 4)
St. Mary's, Hertford
Application forms for the post of HEAD, to take over as Head Teacher in September.

Application forms and further details from the Local Education Officer, St. Mary's C.E. (V.C.) School, St. Mary's, Hertford. Closing date: 22nd March, 1976.

HERTFORDSHIRE

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STEVENAGE DIVISION
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Application forms and further details from the Local Education Officer, Steven

Open your mouth wide please

By Sally Verity, secretary, of the British Association of Dental Auxiliaries

Any reader of this article has a good chance of needing dental care, for around 90 per cent of British people have decayed teeth or infected gums. If you have passed that stage and you are over 16 then there is a one in three chance that you have no teeth at all.

Not surprisingly, in the face of such an epidemic, the dental profession has been hard pressed to keep up with the demand for dental care. The extent to which they have succeeded (recorded in a number of recent government publications) is due not only to their own efforts but particularly to the hard work of the growing number of assistants who have been called to their aid. Not only have they been able to share the work load, but the emphasis of dental treatment has begun to change from repair to prevention. The latter came about largely through the introduction of two new careers in dentistry. Dental hygienists were introduced in the early 1950s, after the RAF's wartime experience of training them, and dental auxiliaries, in the 1960s, after more than 30 years' experience in New Zealand of a similar type of operator's assistant. But by this time there were already two other supportive roles in dentistry: dental surgery assistants (dental nurses) and dental technicians.

Dental surgery assistants work with dentists, in the general care of patients. For example, they escort patients to and from the waiting room, assist during recovery after extensive dental treatment, but more often pass instruments and materials to the operator, much as a theatre nurse helps a surgeon during an operation. Dental surgery assistants may also help by showing patients how to care for their mouths, through effective gum and tooth cleaning and by dietary control.

Many dental surgery assistants are recruited locally by general dental practitioners who provide them with on-the-job training, but there are at least two ways of gaining formal qualifications. (At present about 20 per cent of DSAs, who number approximately 20,000, are qualified and have been formally trained.)

They can go to evening classes run by 60 further education colleges. These courses usually extend from September to May, followed by an examination for the National Certificate of the Examinations Board for Dental Surgery Assistants. There are no formal entry requirements, but candidates must have worked full-time for at least two years as a dental surgery assistant when they sit the examination. Over 1,000 candidates studied this way in 1975.

A small number attended full-time courses at one of the 10 FE colleges.

The second way of gaining a formal qualification is to go to a dental surgery assistant training school at a dental school. Selection and entry qualifications vary, but as demand for places is high, candidates must normally have several O levels. The length of these full-time courses also varies, usually between six and 12 months.

Dental technicians work outside the dental surgery in laboratories making dental appliances. They make dentures to replace all those missing teeth; they make braces to straighten crooked ones, and crowns (caps) for broken ones. They work with a variety of different materials—gold, plastic, porcelain, cobalt, chromium, alloys and plaster. Some dental technicians are employed by dentists, but many group together to share overheads and costly equipment. Such groups provide technical work for many different dental practices.

Again, there are two main pathways to a formal qualification as a dental technician. First, there is a three-year sandwich course, whereby the student spends the first and third year at a further education college and the second year in an approved laboratory. (This has developed recently and is slowly replacing a five-year apprenticeship with weekly day release.) There is also a hospital-based sandwich course, where the student spends alternating blocks of three months at an FE college and a teaching laboratory of a dental school or a specialist hospital. This is a much newer pathway to qualification and places are still scarce. In London, for example, there are not more than 20 places a year.

Both these training schemes lead to the City and Guilds Certificate of Dental Technology, for which the traditional system of training is a five-year apprenticeship with a dentist, without entry requirements or formal qualification, is rapidly being replaced by these two systems. There are approximately 7,000 dental technicians in the United Kingdom, most of whom work for general dental practitioners, but some work within the salaried hospital and community dental services.

Dental hygienists work directly with patients, educating and instructing them in home care. They also carry out scaling and polishing and preventive measures for patients. They work with a dentist who examines the patient and indicates what needs to be done.

The emphasis in the work of a hygienist is the prevention of dental disease, in particular gum disease. They have a year's full-



time training at one of the eight training schools, in dental schools. (Each branch of the armed forces train their hygienists, the training being recognized for use in civilian employment.)

There are about 700 dental hygienists at present, with 75 training places available each year. Entry requirements are nominally four O levels, but competition for places is stiff and often previous experience as a dental surgery assistant is required. The hygienists may be employed in general dental practice, both private and National Health Service, community health service clinics or hospitals.

Dental auxiliaries were introduced in 1960 to support the school dental service, when the service was particularly understaffed due to an earlier movement of school dentists into general dental practice in the 1950s. They work under the direction of a dentist, after the dentist has examined the patient and prescribed the treatment to be carried out.

The training enables dental auxiliaries to teach patients preven-

tive care, and do fillings, as well as any necessary extractions of first teeth. As with dental hygienists, the emphasis is on the prevention of dental disease, starting with young children and their mothers. There is one training school, the School for Dental Auxiliaries, in South London, with an annual intake of 60 students. Applicants must have a minimum of four O levels and the course is two years long.

Opportunities for employment are essentially with the area health authorities' community dental service clinics, but there are a few opportunities in some of the large teaching hospitals. Dental auxiliaries do not work in general dental practice.

Both dental hygienists and dental auxiliaries may work only after formal training and examination and after enrolment in the General Dental Council's rolls, which is equivalent to registration. Dental surgery assistants, dental technicians do not have to register before working.

All four groups of dental workers may work in a branch of NHS dentistry or in private practice, except the dental auxiliary, who can work only in hospital or school dental service. Further details concerning these careers in dentistry, including salary scales, are available from the General Dental Council which is the regulatory body for the dental profession. The Registrar, General Dental Council, 37 Wimpole Street, London W1M 8DQ.

continued from page 39

sudden cutback in recruitment. The 1971 message, though quickly corrected, was given on the folk memory. It has taken several years for the more regular refrain, "The industrial sector needs you", to be heard and understood.

This is the background against which present employment prospects must be seen. Four organizations, representing university and polytechnic careers services and employers of graduates, produced early this year their predictions of demand for graduates. The predictions were necessarily cautious with many qualifications about unforeseen changes in circumstances. Nevertheless, they were a good deal less gloomy than many people would have expected.

Essentially, it seems that demand for graduates will be about 10 per cent lower than in 1975, with marked reductions in the public sector. However, graduates are likely to be in a much stronger position than non-graduates, provided they look at second and third choices as well as first choice. They must also take the initiative in seeking jobs, concentrating not only on the well-known "standard" employers. One reason why they are in a relatively favourable position is that such a variety of opportunities is open to them. The graduate who goes into the Civil Service could also become an industrial manager, an accountant or a teacher.

These predictions were produced from the best available information, carefully analysed. No employer and careers adviser would be so foolish as to attempt the exercise four or five years ahead. All the evidence of the past suggests that the same kind of picture will be seen. Peaks and troughs of demand will naturally vary. In 1977, for example, when industry and public service was looking for more graduates, these positions are reversed.

The important point is not that demand is consistent in any particular sector from year to year. That would be impossible to achieve. The important point is the demand for people of trained ability who are willing to react to it by a varied response is likely to continue. At any time subjects are in need of such among employers. When they are unfashionable, they will be naturally be disappointed, and graduates in the subjects who are pursued then mean that they should play safe and not take the risk of embarking on a career in a relatively new field. The bills which depend both on the special skills and the general abilities of their courses, though they will not be guaranteed employment, can expect advantages over most of their non-graduate contemporaries.

Something practical to do

The Job Creation Programme removes the disadvantage which arises from being out of work writes Santosh Mukherjee

The idea of a job creation programme came from my report *There's Work to be Done*, prepared for the Manpower Services Commission (published in November 1974 by HMSO).

This report emphasized that unemployment in Britain has been rising since the late 1950s. Each recession has seen unemployment peaking at a higher level than the previous one.

It has been taken for granted too long that the older (nowadays anything over 55) members of the workforce get a disproportionate amount of unemployment. New, less experienced, under 20 group has tended to be higher, and worsened, than for prime age adults. Also, since 1970, the same thing has been happening to the 20 to 24 age group.

There is some dispute about whether the trend is as has just been indicated. But there is pretty general agreement that the rate of overall economic growth will not be enough to take up the current stock in the labour market in the next year or two, possibly even longer.

The normal government response to rising unemployment is to increase the level of economic activity. This is at present ruled out by the Government, and indeed the unions, because of worries about inflation and a worsening of the balance of payments.

Policy makers are boxed in. Conventional economic measures for reducing unemployment seem to be ruled out. Yet the MSC quite legitimately was concerned, in the words of Sir Denis Barnes, the chairman, to take action to "blunt the worst of the impact and to do something constructive for the future".

One step is to increase training opportunities for those who would otherwise be out of work. But there are limits, organizational and practical, to the use of training as an alternative to employment. Many young people who leave full-time education at age of 16 want something practical to do. If the

economic systems were working properly there would be jobs for them. Present constraints deny them such opportunities.

What *There's Work to be Done* proposed was a selective, multiple approach. It recognized the strict limits to what the MSC could do to contain unemployment, but suggested focusing resources on priority areas. Training programmes then being run by the commission should be doubled, taking the number up to 100,000. In terms of strategy, the recommendation was that this enlarged training effort should be concentrated on adults in the core labour market (those aged between 24 and 50).

For the younger age group it was recommended to the MSC that they should urge the Government to provide resources for creation of new employment. The job creation would be outside the normal labour market mechanisms. It would be chiefly intended for the young and those others who are least well placed in the job market during a recession.

Job creation of this kind is a fairly new idea. Only the Canadian Government faced with high levels of unemployment among young people had effectively operated such a programme; the government financed Local Initiatives Programme (LIP), launched in 1971. The Canadian Federal Government undertook to pay wages for people employed in socially useful projects, initiated by either local community groups or municipalities. The target was the "creation of jobs for unemployed Canadians as well as the improvement of the quality of life".

After LIP had been going for a year, a substantial survey was undertaken by an independent team of researchers. Interviews with 1,400 workers on LIP projects showed that the programme had created or more than satisfied with the sense of achievement given them by the project. About the same number thought that the opportunities avail-

able on LIP schemes for them to use their own talents and abilities to best advantage were satisfactory or more than satisfactory.

Perhaps more striking is a later finding that nearly 35 per cent of the projects begun under LIP continued to operate with funding from other sources, even after government grants had come to an end.

So, in a sense, there was a tested model. But nothing of this kind had been attempted in Britain. Schemes such as Community Industry, or Enterprise Ulster are quite different both in content and operation. They were primarily designed to make work available to young people who had personal difficulties of one kind or another which prevented them from finding and keeping normal jobs.

The situation the MSC job creation programme set out to counteract was and remains quite different. There is nothing the matter with most of the young people who are now out of work. It is simply that there is not enough demand in the economy to give them jobs. But if no action was taken to remedy this situation there could be grave economic and social consequences.

The Job Creation Programme removes the disadvantage which arises from the fact of being out of work. Unemployment isolates the individual from meeting opportunities and having experiences which enable him to develop skills for coping with changes in industry and society. A job, even if temporary, offers some learning-by-doing. Though it is less good than a permanent job, it is better than nothing.

Though the pros and cons can be argued interminably, job creation brings some output which would otherwise be forgone. This is an economic gain. It also allows development of social capital. While the programme is in operation, it can give a community a new view of what is possible and necessary.

A job creation programme can, thus, soften the impact of unemployment.

ment and contribute positively to the welfare of the community. Moreover, the cost of doing something of this kind can be surprisingly little.

The extra public expenditure required for the creation of new jobs is far from being enormous, especially when savings on social security benefits are taken into account. Moreover, job creation can use existing capacity. It can be more broad and flexible than the conventional type of public works scheme, as it embraces labour intensive jobs in what is normally thought of as the service sector.

Administrative costs need not be large. This is particularly true if there is a solid commitment to making the projects self-managing. Only those administrative criteria should be applied. Projects have to be non-profit making and access to them should be available only to those who are unemployed. Second, job creation projects need to be the

result of local initiatives—anyone, local councils, charities or groups of individuals should have the scope for putting up projects. Finally, the MSC financial contribution needs to remain strictly limited to the wage bill of the project.

After a great deal of hawking, the Government gave the MSC the go-ahead to launch a job creation programme last September, and £30m to do it with. As unemployment continued to rise another £10m was added to that budget last December, and a further £30m in the Chancellor's latest package of measures announced on February 12 this year. It is a pity that the Government response to the MSC proposal was so tardy and has been of such an ad hoc nature. A bigger Job Creation Programme could and should become a permanent feature of government policy since all the signs indicate that high levels of unemployment are here to stay for some time.



Youngsters at work in Cowdenbeath Wood Workshop, Fife. An induction course and day-release has also been arranged.

Careers & Guidance Resources

from careers consultants



The Careers Education Course for 4th, 5th and 6th Years

Written for use in class, group and individual work, Prospect is published twice a term. Each issue has clearly defined aims and is accompanied by extensive Teacher's Notes which, with the magazine/workbooks, form a complete teaching resource. The objectives are set out in the Teacher's Notes and are approved by all those concerned with the development of contemporary approaches to careers education.

Times Educational Supplement 1978

Educational advisers: Ray Heppell and David Cleson, respectively President and Secretary of the National Association of Careers and Guidance Teachers, and Christine Morris BA.

Prospect I 4th Year

Provides a flexible Careers Education Course with these aims:

- (1) Understanding yourself
- (2) Opportunities in work and education
- (3) Choice and decision-making
- (4) Understanding your community.

The material is suitable for use with a wide ability range in integrated courses and is adaptable to local needs. The course has been in use in hundreds of schools since 1974.

Prospect II 5th Year

Has the same aims as Prospect I, and develops the themes. Teacher's Notes give these guidelines for each issue: Aims and Objectives; Resources and Preparation; Methods of using material.

Prospect III 6th Year

Publication will begin in September 1978 of this carefully planned course, which will give you, in one simple resource, the essential careers education for a sound 6th year. Send now for more details.

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"Third, a lot of girls have never even got as far as contemplating the possibility of being at a polytechnic. How many films, television programmes, love stories have you seen or read where the heroine, or indeed the hero—is at a polytechnic?"

While Helen Yewlett was working for her MSc at Lancaster Polytechnic, she persuaded the polytechnic to start "Girls' Study Weeks". Girls from nearby schools (and some from far enough away to have to be put up by staff every night) spent five days finding out what the various engineering options are all about. These "weeks" are now in their fourth year; Portsmouth, Trent, Newcastle polytechnics run similar programmes (possibly other polytechnics do, too; and more might, if parents or teachers ask for such recruiting exercises to be put on).

Lancaster also welcomes students on technology courses who have not got the usual A levels; during a foundation year (adding a year to the degree course) students without science A levels are brought up to the necessary standard in their missing subjects. From this year, geography will count as the one science A level required for the combined sciences degree. (Naturally, O levels, and good ones at that, and plenty of motivation and potential, are required instead of the orthodox As.) Lancaster's director, Mr G. Holroyde, a former headmaster, intends to "get at" girls earlier in the future. He wants the message to get into the schools before pupils have the chance to drop mathematics and science for O levels—and girls do that far more frequently than do boys.

A way into courses requiring two A levels for those with only one, is for them to take an HND and then, if they do well, to transfer to a degree course. Dr D. Wilson, dean of engineering at Central London Polytechnic, says far too few girls make use of that way in. He thinks girls are missing out on courses which appeal to them even if they do want to stick to people-centred work.

"Students in both mechanical and electrical engineering here work closely with Middlesex Hospital in bio-medical engineering. For example, we work on bone-fatigue, setting up apparatus to measure stress on particular bones in patients with abnormal gait. Patients come to the department in the polytechnic, so there is a direct patient-contact." Yet there are only five girls among 400 students in the electrical and mechanical engineering faculty.

South Bank Polytechnic is trying out "another life-flying exercise". A leaflet, *GIRLS—Think Carefully Before You Drift*, Secretarial Work (they obviously

could not afford a professional copy writer) is being distributed, through CRAC, at schools with girls in the sixth form. Any girl vaguely interested is put in touch with someone at the poly particularly interested in girls' careers, and will be shown round and told about prospects, etc.

South Bank decided on this action because so few women even come on to courses which can be taken with any A levels, and which lead into areas "not at all far removed from traditional women's interests, things concerned with the environment, housing etc". For example, surveying and estate management continue to attract minimal numbers of women.

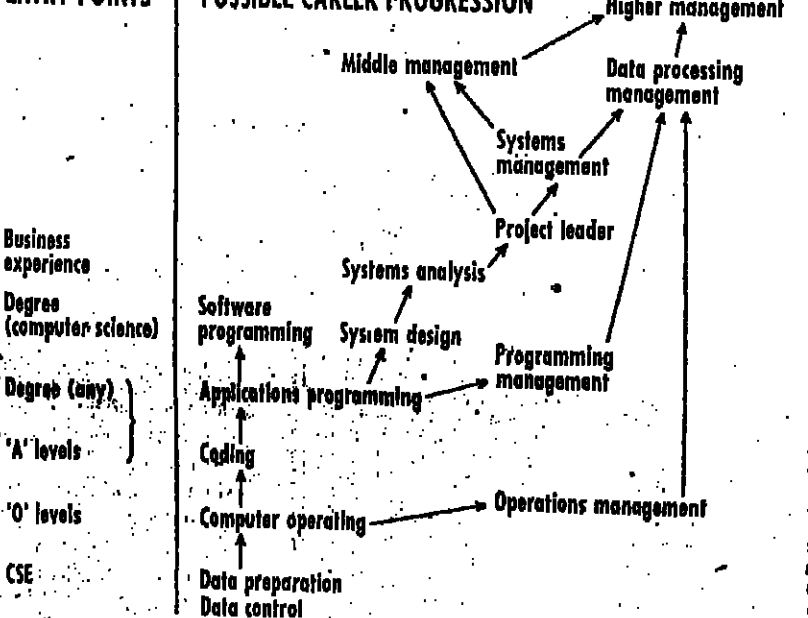
At Kingston Polytechnic, Mrs Doris White has been appointed head of the school of surveying. She is the first woman in such a job, and is determined to get more women into her field. "It isn't that girls don't like the idea of surveying—it's simply that they have never contemplated it. I blame the teachers. When I came to Kingston as a lecturer three years ago, I wrote to 17 schools in the area, offering to come and talk about what surveyors do. I did not even get one single reply! People still think that all surveyors do is walk around in gum boots, with theodolites."

Among polytechnic part-time degree courses, Hatfield's contemporary studies is still the only one designed specially for people with domestic responsibilities (a euphemism for women, after sex discrimination legislation?). Attendance at the poly is required on three days a week, between 10 am and 3 pm. Hatfield was also the pioneer for guidance courses for women who want to make a second start in their 20s, 30s or 40s. Similar "new opportunities for women" courses—10 weekly sessions—now exist at a number of polytechnics and similar institutions.

It is an area where polytechnics could do a lot more, says Mrs Ruth Michaels, who planned and organised both the new part-time degree and the NOW courses. "There is another service which polytechnics could provide—that is a 'walk-in' counselling and information service' for second-starters. I've just been to the United States on a sabbatical and was most impressed with this type of service available to women over there."

Nursery provision for staff and students' children is as poor in polytechnics as it is in universities. "And if polytechnics want to attract more women students, they will have to do better in this respect," says the National Union of Students. Apparently South Bank Polytechnic's nursery which was opened last autumn, is only the third of its kind in the country.

So while the picture is not too bright, it is encouraging that an "inter-collegiate working party" is investigating the possibilities of running more part-time courses geared to married women's part-time requirements.

ENTRY POINTS**POSSIBLE CAREER PROGRESSION**

continued from page 44

firm produces its own careers booklets—but I will briefly mention two.

Salesman—A salesman needs an intimate knowledge of the product he is selling, whether hardware or software—and an understanding of the problems of the prospective purchaser. If you go to a computer

manufacturer in any capacity, but have no sales ability, you are likely to find the opportunity to use that ability sooner or later. Or you may go first to a computer user, and move to a manufacturer later, in sales or in some other capacity. There is quite a lot of movement between computer manufacturers, users and software

continued from page 3

she is being over-optimistic. But the drawback is its price: it's a lot to pay for such a small book.

The interesting thing about excellent series, the *Animal Technician* by John Bley, director of the Royal College of Veterinary Surgeons, is that it is written by a woman in the profession. "They women in the profession," he grumbles, "they're not always going to impress you and they're really very honest. If they like you they show it, if they don't they'll tell you."

An almost automatic first is a veterinary practitioner yet only a small number of the adolescents who are being vets ever reach their goal. They should realize this from the start. The Universities Central Council on Admissions confirm that a veterinary place is the most difficult to get at university.

There are only four veterinary schools in England and two in Scotland, the largest of which takes a total of 60 students a year. Like medicine, it is a five rather than a three-year course and vet schools have the added expense of maintaining animal facilities.

It is a wide biological training, giving into every branch of related subjects. Because of this, it opens up many career prospects. About 70 per cent of all veterinary surgeons working in Britain are in private practice but apart from the different types of practice in town and country, there are openings in research, commerce and industry; opportunities to work with laboratory animals, animal welfare societies, in the field of animal behaviour, animal environment and its management, health monitoring, conservation and control of wild life and fish.

Possibly, since Britain is the only country where meat inspection is not supervised by the veterinary profession, the future holds this in store as well. Nevertheless, competition is such that even contenders with high qualifications may be disappointed.

Perhaps because they have been established more recently, not so much is generally known about two less academically geared alternatives: qualification through vocational training and nationally recognized prospects. These are the Animal Technicians and Registered Animal Technicians or RANAs.

With jobs open to RANAs have been limited to employment by veterinary surgeons, situations are on the increase since the report of an inquiry into the veterinary profession (HMSO Cmnd 645), published in July, strongly recommended that more use be made of qualified lay assistants.

It is also possible for them to "jump sideways" on to the animal technicians bandwagon. Animal technicians are in demand in the health services, universities, pharmaceutical firms, agricultural research organizations, veterinary hospitals, zoos and wild life establishments although their main function is working in Home Office registered organizations and large-scale commercial breeding firms where they command salaries up to £7,000 a year.

A RANA's work, with its strong

Fur and feather**Animal Technician investigates working with animals**

practical bias, includes cleaning, feeding and nursing domestic animals, care of instruments, radiography, assistance with administration of anaesthetics, various technical duties like preparing slides and urine testing and secretarial ones such as answering the telephone, taking messages and making appointments.

Until 1961 animal nurses were instructed by the veterinary practitioners they worked for. Then, as a result of action by the British Small Animal Veterinary Association, a scheme for training and registration was introduced by the Royal College of Veterinary Surgeons.

To be eligible for entry applicants need three passes at O level, one of which must be in English (language or literature) and full-time employment at an approved training centre. To qualify they have to pass preliminary and final examinations, written, oral and practical, held by the Royal College. Many local education authorities provide evening classes at technical colleges and educational institutes where trainees can receive instruction on theory to supplement practical experience.

RANA and Animal Technician training schemes are similar in that they combine a practical job with the more intensive discipline of study, a mixture of mutually supporting physical and theoretical work that appeals to and stimulates many students. In fact Britain was the first country in the world to establish any form of training for animal technicians, who often study through day release courses. It came about with the founding of the Animal Technicians' Association in 1950 which subsequently acquired institute status, becoming the Institute of Animal Technicians.

But students have got to have a certain academic ability, said Mr Bley, who employs both technicians and RANAs. "There might be a place for the odd young person with a natural flair who isn't so good at written work but normally we are looking for several O levels as an indication they can achieve a certain basic level because otherwise they'll have difficulty with the exams."

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A RANA's work, with its strong

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black release or evening classes and lasting two or three years. Applicants must already have the O level or qualifications considered its equivalent by the joint committee set up by the Department of Education and Science in 1968.

An alternative means of training is a cartographic draughtsman is to the one of the diploma courses in cartography offered by Luton and Bedfordshire Polytechnic. Luton's three-year, sandwich course and Oxford's two-year, full-time course are designed to train all-rounders, the country. Entry to both courses is highly competitive and applicants should normally possess a minimum—O level passes in English, mathematics and one other subject and a level geography grade C or better.

Full details on cartography as a career can be found in a booklet published by the British Cartographic Society and available from Mr R. W. Anson at the Oxford Polytechnic, Headington, Oxford. A normally addressed envelope should be sent for a free single copy, and 10p a copy for multiple copies.

Other countries, including America, have followed our example with formal training at three levels of certification. Although their routine involves a fair amount of practical work, the scientific aspect is encouraged. Branches of IAT established throughout the United Kingdom and in some Commonwealth countries meet to discuss ideas on animal husbandry and read scientific papers and at an annual congress members present papers that are subsequently published in the quarterly journal.

The daily round of a technician ranges from cleaning cages in skilled work in highly controlled specific pathogen-free units where animals are reared in the absence of micro-organisms normally infecting the atmosphere. This work has had far-reaching application in burn units and in cancer research.

To work with animals it is important to have a deep interest in their welfare, a respect for all creatures and something of that indefinable understanding or rapport, distinct from sentiment. It is known, for instance, that breeding colonies fare better when handled by certain staff. Even the size of their litters is affected. Also essential is a realistic approach to animals rather than an emotional one, an acceptance that sometimes it will be necessary to destroy them.

But students have got to have a certain academic ability, said Mr Bley, who employs both technicians and RANAs. "There might be a place for the odd young person with a natural flair who isn't so good at written work but normally we are looking for several O levels as an indication they can achieve a certain basic level because otherwise they'll have difficulty with the exams."



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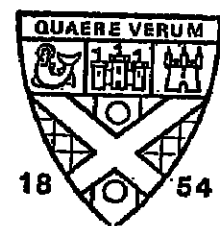
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Barriers to crossing the Border

By Neil Munro

Britain's membership of the Common Market will mean more harmonisation of courses and recognition of qualifications between the Nine. Whether easing of mobility will become anything more than a declared policy remains to be seen. Professional working parties in law and medicine have already examined the possibilities of achieving standardisation of requirements but are moving slowly.

With help from the Department of Trade and Industry, the Council of Engineering Institutions are forging the 15 constituent chartered institutions of the council into a coherent voice for the profession. As is to be expected, there is tension between the institutes of electrical and mechanical engineering, the two biggest bodies. But it is hoped that any unity will in time produce some kind of harmonisation of qualifications. Extra pressure may be necessary since the EEC have already sent out a questionnaire to discover how such harmony can be achieved.

Pressures, of course, are not always in the same direction. There is now in Britain an opposite force in the shape of devolution. If Scottish and Welsh assemblies are established with wide legislative powers over their national requirements, these could produce further qualification barriers between England, Wales and Scotland. Matters are already complicated enough.

The chief barriers between the English and Scottish professions are in teaching and law. Scottish teachers are much fussier than those in England. The General Teaching Council for Scotland, established in 1965 during a period of teacher shortages and employment of uncertificated teachers, ensure that all Scottish primary and secondary teachers are registered with the council who stringently vet all applicants. The council say they ensure that

all teachers meet their qualification requirements and that high standards are consequently maintained. Often this can be an exercise as much in job protection as in job excellence.

The GTC have adhered rigorously to an exact comparison of English and Scottish teaching qualifications. Their assessments can hinge on the nature of, as much as the individual's performance in, particular subjects and courses. There are considerations about the size and type of group passes in school level examinations in the two countries; about the differences between Scottish and English primary diplomas; and about the unacceptability of some non-Scottish honours courses.

The GTC have elaborate machinery and criteria for determining who is properly qualified: difficult cases are handled by the committee for exceptional admissions to the register. Requirements are explicit. For example, English graduates seeking registration to teach in Scotland, who are deemed to have had inadequate full-time training and with under five years' teaching experience, must undertake one year's training at a Scottish education college. Graduates without training who have between five and nine years' teaching experience must do the same. There is a concession that this extra year can be shortened at the discretion of the college principal. Graduates with over 10 years' teaching experience and who fail to meet the GTC's standards are eligible only for probation for one year. The purpose, said a GTC spokesman, was "to strike a balance between educational competence and being fair to Scottish teachers". From 1968 until the end of last year there have been 6,888 exceptional admissions to the GTC register.

In a small hotel you simply must get on with all the problems of the day-to-day running of the place. It is no good trying to hide behind the curtains. If you do not have a good telephone manner—becoming without being obnoxious, efficient without being impatient, or worse still to the guests, you will find it difficult to do the job. After all he may be on the line for a month—or to go to the top of the road.

You'll learn to take a deep breath and plunge in, even when you're scared out of your wits at the thought of facing a roomful of hungry, hostile faces. You'll find that they're usually hungry, but hardly ever hostile. One of my vacation students, on his first evening as a waiter, sat and shook, half-frozen in the kitchen until a sympathetic but sensible waitress

In law, the difficulty came from the incomprehension of Scottish and English legal systems. English law is a must either take the Scottish degree or sit the six subjects of the examination of the Law Society. In the case of a qualified solicitor, the society can accept him from the accounting and law sections of his exam. An English law graduate was accepted by a Scottish solicitor's office and be attached to it, undergoing his formal part-time.

Advocates and barristers have the same barriers, but there is a cross-border traffic. An advocate who wishes to become a barrister of advocates in Scotland is treated according to local experience. This affects number and type of exams and the length of training. A solicitor's office in Scotland is accepted as an advocate's office for a year's training at a Scottish education college. Graduates without training who have between five and nine years' teaching experience must do the same. There is a concession that this extra year can be shortened at the discretion of the college principal. Graduates with over 10 years' teaching experience and who fail to meet the GTC's standards are eligible only for probation for one year. The purpose, said a GTC spokesman, was "to strike a balance between educational competence and being fair to Scottish teachers". From 1968 until the end of last year there have been 6,888 exceptional admissions to the GTC register.

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Paths into industry

Careers guidance at Lanchester Polytechnic, Coventry and Rugby

By John Coveney

There is a tendency to blame Britain's poor economic performance on education. Pupils do not appreciate the opportunities available in higher education, to study courses which will lead to careers in industry. Whatever the cause, this antipathy to industry among potential graduates is confirmed by the relatively low proportion of top managers who have degrees. This becomes all the more significant when compared with other countries where a technical degree is almost a prerequisite to a career leading to top management.

The polytechnics were set up by the Government as part of the national effort to correct this imbalance. The job of preparing appropriate courses and the even more vital one of attracting students in sufficient quantity and quality was left to the polytechnics themselves. These have proved to be daunting tasks for a number of reasons, three of which have been studied by Lanchester Polytechnic.

One of the difficulties is the scarcity of teachers in secondary education with experience of applied science, technology or engineering. Lanchester has tried to improve matters by offering courses for teachers, from one day to an 11-week term. A part-time degree in physical science is also available and a recent development whereby local teachers may take modules of the combined science degree on an "interim only" basis is attracting considerable attention.

Often able students are discouraged from taking courses in technology or engineering because they do not have the right A levels or because they do not wish to specialise at the beginning of a course. Both these points were considered when developing modular combined engineering. The courses have flexible requirements and non-specialist first years. After gaining some experience in a new

field the student can make a more informed choice.

Many girl students could be encouraged to take up technology or engineering. The combined engineering department at Lanchester has pioneered "engineering for girls" workshops to help them. These originated in requests for visits from local girls' schools and led to a series of week-long study workshops. On these courses girls are introduced to experimental work in engineering and also meet young graduates from industry. A visit to an industrial concern is arranged and there are many opportunities to talk with polytechnic staff and students. These workshops are becoming very popular and it is planned to extend them to other departments, such as computer science and applied science.

As a result of the interest shown by teachers and careers advisers, one-day workshops have been organized during which pupils visit in departments and meet academic staff and representatives from industry. They have also produced popular and help the polytechnic to plan future study weeks. And now boys are asking to attend. So the future series will offer opportunities to both sexes.

As well as seeking to help sixth-formers to decide on the career that interests them, the appropriate higher education programme is obviously a most important part of any institution of learning. What is done at Lanchester is probably typical of the polytechnics as a whole, except perhaps for the unusual length and breadth of the experience of the principal careers adviser, Mrs P. M. Dainton.

Clearly, the object of the service is to advise students on careers they could follow and to help them to establish contact with prospective employers. It is difficult to quantify its success, but in 1974-75 degree students graduated of whom 397 entered employment immediately, 72 per cent joining

firms in industry and commerce. Mrs Dainton is the principal careers representative on the management committee of the Central Polytechnic Unit for University and Polytechnic Careers and Appointments Services. The careers and appointments service belongs to the University of Coventry and Lanchester. It includes the polytechnics and Scottish central institutions. Mrs Dainton is one of the few careers advisers with experience both of polytechnic and university.

During the academic year 1974-75 employers visited Lanchester to recruit students. In the course of 1975-76 spring term—about 80 per cent of students eligible to register with the careers and appointments service do so. Careers information centres are open to all students both at Coventry and Lanchester. The computer assisted placement service can be used by all new sponsored final-year students. This provides a comprehensive register of vacancies, for job requirements, for service, and the armed forces, arranged to interview final-year students.

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Other associated activities include a careers convention, at which students talk about their own careers and experiences. There is also a weekly newsletter for students, which gives the latest information on job prospects, vacancies, visits to and by employers, and other items of interest. How to behave at an interview

Service and satisfaction

Perhaps, most important of all, you must like people, writes Jessie Palmer

You want to learn about any one of the hotel trade, there's a deal to be said for gaining experience in a small hotel—before applying for a top post at Gleneagles.

For one thing the atmosphere is friendly and informal and mistakes will not seem so monumental against a family-type background. For another thing, you are likely to be something of a generalist, which is a good thing, for finding out what you are best at before committing yourself to specializing.

I began running a small hotel in the south-west of Scotland last summer. All I knew was that I enjoyed cooking—for me, it was the smallest and most innocuous piece of gadgetry terrifying me into imbecility. The potato masher was a monster and the deep fryer a death trap. But my one and only kitchen assistant—on vacation from a catering course—had convinced me that I was not merely harmless but indispensable.

In a small hotel you simply must get on with all the problems of the day-to-day running of the place. It is no good trying to hide behind the curtains. If you do not have a good telephone manner—becoming without being obnoxious, efficient without being impatient, or worse still to the guests, you will find it difficult to do the job. After all he may be on the line for a month—or to go to the top of the road.

You'll learn to take a deep breath and plunge in, even when you're scared out of your wits at the thought of facing a roomful of hungry, hostile faces. You'll find that they're usually hungry, but hardly ever hostile. One of my vacation students, on his first evening as a waiter, sat and shook, half-frozen in the kitchen until a sympathetic but sensible waitress

Next important qualification is one which, from bitter experience, I feel should be battered into the brains of all would-be hotel workers. You must, absolutely must, be physically fit. For no mat-



"You'll take in the next course—alone!"

said firmly "You'll take in the next course—alone!" He emerged from the ordeal, still shaking slightly, but glowing with achievement. After a few weeks his confidence had increased enormously. He was coping nonchalantly and dexterously with the serving, chatting with the guests, and quite unperturbed when asked for advice on their choice of wine, a subject in which he rapidly developed an intelligent interest.

If you are to be a success in almost any sort of work you must be adaptable and willing to learn, and hotel work is no exception. I found it tremendously heartening when I asked my assistant if she understood the intricacies of some new piece of equipment, to receive an honest "No—but I can learn". And she did—fast! More often than not she even managed to teach me as well, no mean feat.

Next important qualification is one which, from bitter experience, I feel should be battered into the brains of all would-be hotel workers. You must, absolutely must, be physically fit. For no mat-

ter how much you enjoy the work, no matter how lavish the tips, your back will be aching and your feet will be killing you at the end of every single day during the season. If they're not, then you'd better find another post, for your employer will soon be out of business.

Perhaps most important of all, you must like people. And that doesn't mean liking them just as they hand over the tip at the end of their stay. It means liking them, or at least managing to smile at them, when they wait until you are endeavouring to carry two tea trays through a fast-closing smoke door before asking you to put another log on the fire.

It means acquiescing happily when some short-sighted old soul wants you to look up a telephone number for her, and then complains that she can't get her connexion, as though you were personally responsible. Top marks if you manage to point out tactfully that she has overlooked that funny foible of the Post Office which requires her to put money in the call box. I had a sociology-student waiter last summer who stood patiently for what seemed like hours ringing up friends for one elderly guest who "couldn't work this infernal contraption". He had his reward at the end of the day, largely, I felt, because he convinced the old man that dialling telephone numbers in what should have been his time off was one of his principal enjoyments.

On the other hand, don't make yourself into a doormat, unless you're prepared to lie outside the front door all day. Guests both suspect and bully the too obsequious. They respect staff who show confidence as well as dignity, not an easy achievement in the young. Guests are quick to detect the chinks in your armour, to sense any unsureness in your behaviour.

If they're normally kind and decent people, and 99 per cent of them are, they'll try to make it easy for you. But beware of the other 1 per cent who will take a diabolical delight in exploiting your inexperience; will demand the drink you've never heard of and will ask searching questions about the make-up of the menu. It's up to you to heat them at their own game—and you can—by being really interested in your job and getting to know the answers before you are asked the questions.

One last essential quality—unflappability. Temperamental tantrums may be permissible for prima donnas, but not for cooks, creative artists though they may be. Some of the youngsters who have made our hotel fun to run and we hope fun to visit, have been dazed with sleep in the mornings, and rather less than enthusiastic about some of the drearier jobs around the place, but they have all coped calmly when the soup boiled over, the coffee "ran out", or extra unexpected guests arrived, just as we've cleared all the tables. For this, if for nothing else, they have my gratitude, and my conviction that they'll never be out of a job.



—but not for cooks.



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Summer Vacation 1976

The Governors of Dundee College of Education propose to conduct the following in-service courses for teachers at Dundee College of Education, Garryn Road, Dundee, DD5 1NY. Except where otherwise stated.

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| A Courses Leading to Special Qualifications
1. Infant School Methods (Part I) 28 June-10 July
2. Remedial Education in the Primary School (Part I) 1 July-10 July
B Supplementary Courses in Secondary School Subjects
3. English - Content and Methods (Part I) 28 June-2 July
4. Mathematics-Methods 28 June-2 July
C Courses for Primary School Teachers
5. Mathematics - The effective use of materials throughout the school 12 July-18 July
6. The Bright Child - An enriched curriculum (Upper Primary) 5 July-9 July
7. A Refresher Course for Retiring Teachers 5 July-9 July
8. The Slow Learner in the Ordinary Classroom 5 July-9 July
9. Theory and Practice in Primary School Language Arts 5 July-9 July
10. Mini-Projects for Primary (Part I) 5 July-9 July
11. Woodwork for Primary Teachers 12 July-18 July
12. Mathematics in the Primary School (Part II) 28 June-2 July
13. Games and Games Skills in the Primary School 5 July-9 July
14. Cricket Coaching: Follow-up certificate course 12 July-18 July
D Courses for Secondary School Teachers
15. Curriculum Planning - Home Economics 22 June-28 June
16. Aspects of Secondary School Management for Assistant, Deputy and Head Teachers 5 July-9 July
17. Objective Testing in Biology 21 Sept-24 Sept
18. Certificate of Sixth Year Studies in Biology 5 July-9 July
19. Physical and Mathematical Aspects of Biology 21 June-28 June
20. CSVS French - Literature 5 July-9 July
21. CSVS French and German - Background Studies 5 July-9 July
22. French for the Less Able Pupil 5 July-9 July
23. Engineering Science - Processed Syllabus for O Grade 28 June-2 July
24. Curriculum Development & Management for Teachers of Technical Education 5 July-9 July
E Courses for All Teachers
25. Audio-Visual Methods & Materials 5 July-9 July
26. Design of Low-Cost Self-Study Units 5 July-9 July
F National, Open and Other Residential Courses
27. National Residential Course - NCVS Modern Literature (at University of St Andrews) 20 June-28 June
28. National Residential Course - NC22 Compurers in Education (at Mayfield Hall) 21 June-27 June
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 | 17. Nursery & Infant Refresher Course in Art 28 June-2 July
18. Simple Photography 5 July-9 July
19. Model Making 28 June-2 July
20. Religious Education - Content and Methods (Part I) 28 June-2 July
21. Guitar Playing for Primary Teachers 5 July-9 July
22. Mathematics in the Primary School 5 July-9 July
23. Practical Curriculum Development in Language Arts in the Primary School (Part II) 28 June-2 July
24. Woodwork for Primary Teachers 12 July-18 July
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JAMES SCOTLAND, Principal

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Back to the land

Adeline Hartcup on agricultural courses at Wye College

Wye College, London University, gets so many applications for its 400 student places that it might be satisfied to sit back and help itself complacently to the cream. For its popular rural environment studies course, for instance, there were 400 applicants last year; 100 were interviewed, and 20 were accepted.

So it was all the more enterprising of the college to have an open day for careers specialists last summer. All 14 members of London University's careers advisory service were invited to it, as well as 40 careers staff from schools in Sussex, Surrey and Kent, and three careers officers from the Kent Education Committee at Maidstone.

The morning was spent walking round some of the college's 750 acres of farmland, which lie below the downs in the Stour Valley between Canterbury and Ashford, as well as the 90 acres under horticultural cultivation, and its fine teaching and research laboratories. After a buffet lunch staff from the different courses manned stalls illustrating work in hand, and the afternoon was spent by visitors, donors and other specialists meeting in an open forum for a crossfire of questions, answers and general discussion.

Wye College students qualify themselves for a growing and ever-changing range of careers. More than 270 of the 400 students are reading for first degrees, while the remaining 120 are post-graduates, working for higher London University degrees, for diplomas or on specialist assignments. There are 100 members of staff, many of them primarily concerned with research.

Applicants (through UCCA) are offered first degree courses, leading to the BSc, in seven subjects. These are agriculture, agricultural economics, horticulture, plant sciences, animal sciences, agricultural chemistry, and rural environment studies.

Agriculture students spend their first year on basic sciences and economics, followed by agricultural

science, animal production, crop production, agricultural economics and farm management. In the second and third year they split into three streams. The agricultural economics course gives its graduates a wide choice of careers in administration, research and teaching at home and overseas, and in industries related to agriculture, government service and international organisations.

Closely related to the horticultural science stream, the plant sciences course is based on botanical, biochemical and entomological studies directly concerned with applied aspects of agriculture and horticulture. It is a valuable training for research in the applied plant sciences, and for careers in plant pathology, virology, plant breeding, plant physiology and plant taxonomy, as well as for teaching jobs in applied botany and biology, including rural sciences at schools.

Horticultural and farm institutes and universities, and for specialist work with the advisory services and private firms.

Students interested in basic or applied research in animal physiology, nutrition and production, biochemistry and applied zoology, will opt for the animal sciences course. It also leads to careers in agricultural, physiological, veterinary, medical and pharmaceutical institutes, teaching and other specialist jobs.

A good general education in chemical, biological and geological sciences is provided by the agricultural chemistry course. Main careers open to students are government and industrial research in crop protection and soil science, and advisory and teaching jobs.

The recently started rural environment studies course leads to a wide choice of work in planning and local government, landscape design, soil science, conservation and resource management, private consultancy, and teaching in schools and further education.

At Wye College's careers day last summer, the visitors had seen and learnt a lot by the time the open forum began, and there were some

good questions. A year of practical work is advised by way of broadening, between school and college, and it was asked whether this is essential. The college's professors of agriculture and horticulture found this question most able. A year in a research laboratory, or in practical work, depends on their background, whether, for example, they have done experiences on a farm in their country or overseas.

What openings are there for women? Land planning, landscape design, plant pathology, technical agriculture are all which welcome women graduates from Wye. The college regarded some interesting farm men students as girls, though many of the girls were not men. The agriculture courses have men to every girl student; in horticulture they are about equal; in the animal sciences there are two women to every student in the rural environment studies course. Girls were not still their A levels or that applicants faced with such rigorous weeding-out process. Granted that they are accepted to standard, they will do well get their UCCA forms in by November to mid-February; in college chooses to interview students with the best academic achievements, and also give preference to those whose first day of college is Wye.

But that still leaves many applicants to choose from. Wye applicants research and experience in many fields, and the menu at Wye, it is hard to prize that so many schools do put it first on their list.

What tips can the college give to those who are not accepted? The college's careers officers would be glad to help.

Adeline Hartcup is a freelance writer and editor. She has written for the *Times Educational Supplement* and other publications.

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ESSEX COUNTY COUNCIL DEAL SECONDARY SCHOOL

Group 10
1000 Nield on roll

Headmaster: Mr. J. H. Smith
Deputy Headmaster: Mr. J. H. Smith

Applications are invited from suitably qualified teachers for the post of Deputy Headmaster at the school.

Applicants should have a minimum of 10 years' experience in secondary schools and be qualified in the subject of their application.

Applications should be sent to the Headmaster, Deal Secondary School, Deal, Kent, CT16 3JH.

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DOVER DIVISION DEAL SECONDARY SCHOOL

Group 10
1000 Nield on roll

Headmaster: Mr. J. H. Smith
Deputy Headmaster: Mr. J. H. Smith

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Applicants should have a minimum of 10 years' experience in secondary schools and be qualified in the subject of their application.

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DOVER DIVISION DEAL SECONDARY SCHOOL

Group 10
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Deputy Headmaster: Mr. J. H. Smith

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STAFFORDSHIRE COUNTY COUNCIL EDUCATION COMMITTEE

Group 10
1000 Nield on roll

Headmaster: Mr. J. H. Smith
Deputy Headmaster: Mr. J. H. Smith

Applications are invited from suitably qualified teachers for the post of Deputy Headmaster at the school.

Applicants should have a minimum of 10 years' experience in secondary schools and be qualified in the subject of their application.

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SCHOOL, 1976, a
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300 pupils aged 11
with special resour-
ces of 15 courses
pupils in the upper
forms, and further
Headmaster, Anne
Hendon, Head, Mrs
S. J. P. (Tele-
phone 269-411).

— *Journal of the American Medical Association*, 1997

63
SURREY
BUTON HIGH SCHOOL FOR

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
BROADBAC COMPREHENSIVE
SCHOOL
(1,040 mixed)

near Urmston, Manchester M31 4B
Tel.: 061-776 4123/4771
SCIENCES (temporary)
Hired from April, 1976, for a
term ending to placement of current
holder of post. To teach mainly
lower school. Possibility of per-
manent appointment if Physics
speciality.
Application forms, available from
the Head of the school, should
be returned as soon as possible.

WEST SUSSEX
(WESTERN AREA)
CULCHAITER HIGH SCHOOL

Stockbridge Building, Stockbridge
Road, Chichester, Sussex PO19 2
(Comprehensive, 11-18). GRAD
uated 1964, September. TEACH
ATE CHEMISTRY, teach subject
in O. I. loved with some "A" is
work. . . Ability to teach limit
amount of Combined Science
Lower School desirable.
Application forms from the Ho
mistress at the school. Remo
and resettlement expenses paye
in approved cases.

The school is accommodated on purpose-built premises on extensive site on the edge of Warrington town. Assistance with removal expenses and with temporary lodging expenses will be available to successful candidates approved cases.

(Continued on bottom)

WILTSHIRE
BRADON FOREST SCHOOL
Purton, Swindon
Comprehensive, 11 to 16, coeducational, (BO)
Required for September, a MAST of MISTRESS, scale 1, to manage all the teaching & SCIENCE throughout the age range. SO help with another subject would

The school serves a rural area and is housed in a modern building in attractive surroundings.

Further details can be obtained from the Headmaster on receipt of a stamped addressed envelope. C. Form, containing two return postnotes, should be returned as soon as possible.

WILTSHIRE
BOGANS SCHOOL
18, Paul's Drive, Covingham,
Swindon

Headmaster, Edward Wells, M.B.E.
ST. MICHAEL'S, MICHAMPTON

the teachers of A.C.I.S.V. the National Secondary Science, an effort to comprehensive in the field of science. I-1-2-3, and it is hoped to high integrated science course all middle to high school level. Details from Headquarters where applications can be submitted. The National Environmental Video and the National Science Foundation. Two references should be sent. Applications from both experienced and new science teachers.

Heads of Department

HAMPSHIRE

GOSPORT/FARRHAM ARE

BORNEHOLM SCHOOL

White Hart Lane, Forthchess
Fareham PO16 9BD
(11 to 16 mixed Comprehensive
1,046 on roll)
HEAD of SCOLAR STUDIOS
DEPARTMENT - Senior Text
Book.
Teacher experienced in c
riculum development to l
team responsible for orga
and the Education Officer
in the Education Depart
out School. Interested Stu
in Lower School and Soc
Studies in Upper School,

WARWICKSHIRE
EDUCATION DEPARTMENT
WESTLANDS HIGH SCHOOL
FOR GIRLS
Lawford Lane, Nilton, Rugby
WRAD 4 (479 on toll)
WRAD 4 (479 on toll) **STUDIES**

**WEST SUSSEX
WORTHING SIXTH FORM
COLLEGE.**
Required for September
entry for **AMERICAN GOVERNMENT
DEPARTMENT.**
See entry under Junior
Form Colleges.

Other Posts on Scale 2 and above

Applications by letter
Headmaster from whom
details may be obtained.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated:

Closing date is ten days after the appearance of the advertisement. In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.

For other posts in secondary and high schools, application should be made to the Headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Requests for forms and details should be accompanied by a stamped addressed envelope. Post NE162 is specified in accordance with the requirements of the Burnham Report and as such is exempt from the provision of the Sex Discrimination Act.

FIRST TEACHING APPOINTMENTS: PREFERRED POST SCHEME

Students seeking their first post are advised that registrations are now being accepted. Application forms are available from the above address. A stamped, addressed, foolscap envelope must be enclosed.

SPECIAL SCHOOLS

Scale 1 Post (Plus Special Schools Allowance)

N.W.166 **GRAFTON SCHOOL** (No. on roll: 5-12 plus year 13) Craven Road, Woodhouse Street, Leeds, LS6 2SN

Headteacher: Miss B. Clark
Required for September, 1976, due to retirement, an enthusiastic teacher who is interested and concerned about the special needs of the educationally sub-normal child for a small group of 8-9 year olds.

PRIMARY SCHOOLS

HEADSHIP

W.174 **WHINGATE PRIMARY SCHOOL** (No. on roll: 290: 5-8 years) Whingate Road, Leeds, LS12 3DS

Headteacher: Mrs. S. 11/19
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER of this Primary School which has nursery classes attached. The school is in Group 6 for voluntary purposes. The Headship becomes vacant on 1 September, 1976, on the retirement of the present headteacher.

Further details may be obtained from the Department of Education. Completed forms should be returned by 22nd March, 1976.

DEPUTY HEADSHIP

W.175 **BRAMLEY PRIMARY SCHOOL** (No. on roll: 525: 5-8 years) Lough Lane, Leeds, LS13 3RJ

Headteacher: Mrs. S. 11/19
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER of this Group 7 school. Applicants should have administrative ability and be willing to lead and manage a staff in the organization and development of this school. The vacancy is caused by the retirement of the present holder.

Applicants are free to make arrangements with the headteacher to visit the school.

MIDDLE SCHOOLS

SCALE 1 POST

S.177 **RUGBY GATSKELL MIDDLE SCHOOL** (No. on roll: 683) St. Anthony's Drive, Beeston, Leeds, LS11 8AB

Headteacher: Mr. E. Wainwright, B.A., A.C.P.
Required for the 26th April, 1976, a teacher to be responsible for Remedial Mathematics and be a member of a team for children in the 11/12 age range. The ability to assist with, and to lead, extra-curricular activities is an advantage.

HIGH/SECONDARY SCHOOLS

SCALE 4 POST

N.W.178 **ROTHAMPTON COMPREHENSIVE SCHOOL** (No. on roll: 1,115: 12-18 years) 1-5

Headteacher: Mr. J. H. Wainwright, B.A., A.C.P.
Required for September, 1976, a teacher to be responsible for Remedial Mathematics and be a member of a team for children in the 11/12 age range. The ability to assist with, and to lead, extra-curricular activities is an advantage.

Successful candidates will be required to work alongside other Heads of Departments especially English in the school. The post will also carry responsibility for the role of Co-ordinator in the English Department. There will be the opportunity to develop drama courses in Years 4-6 (of the interest) and examinations (of the interest) in the usual range of out-of-school activities.

This is a joint appointment with the Deputy Head of the school. The post will also carry responsibility for the role of Co-ordinator in the English Department. There will be the opportunity to develop drama courses in Years 4-6 (of the interest) and examinations (of the interest) in the usual range of out-of-school activities.

Application forms and further information are available from the headteacher of the school, on receipt of a stamped addressed envelope.

Closing date: 15th March, 1976.

SECONDARY Technical Studies continued

ENFIELD

Headteacher: Mr. J. H. Wainwright, B.A., A.C.P.
Required for September, 1976, a teacher to be responsible for Remedial Mathematics and be a member of a team for children in the 11/12 age range. The ability to assist with, and to lead, extra-curricular activities is an advantage.

ESSEX COUNTY COUNCIL

Headteacher: Mr. J. H. Wainwright, B.A., A.C.P.
Required for September, 1976, a teacher to be responsible for Remedial Mathematics and be a member of a team for children in the 11/12 age range. The ability to assist with, and to lead, extra-curricular activities is an advantage.

EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Barley Green Girls' School,
Stonehouse Lane B33 3AE

Scale 3, GRADUATE, Required for September. To take charge of lively MUSIC DEPARTMENT with tradition, to teach to 'A' level, maintain four excellent choirs, wind-band and orchestra.

Kings Rise School,
Hornsey Road, Kingstanding B44 4J

Scale 3, GRADUATE, Required for September. To take charge of lively MUSIC DEPARTMENT with tradition, to teach to 'A' level, maintain four excellent choirs, wind-band and orchestra.

Shenley Court School,
Shenley Lane B29 4HE

Scale 3, GRADUATE, Required for September. To take charge of lively MUSIC DEPARTMENT with tradition, to teach to 'A' level, maintain four excellent choirs, wind-band and orchestra.

Swanshurst School,
Brook Lane B13 0TW

Scale 3, GRADUATE, Required for September. To take charge of lively MUSIC DEPARTMENT with tradition, to teach to 'A' level, maintain four excellent choirs, wind-band and orchestra.

Whitstone Comprehensive, Shepton Mallet
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STATES OF JERSEY EDUCATION COMMITTEE LE ROCQUIER SCHOOL

Headmaster: D. R. McGregor

(GROUP 8) MIXED

This new school is due to open its second phase of development (main block containing suites of rooms for each subject) and accept its second year intake of full range of ability children in September, 1976.

Head of Mathematics (Scale 3)
To be responsible for a thorough scheme of work suitable for the needs of children in a mixed ability teaching situation. Able and willing to guide all staff within the department.

Teacher Responsible for Music (Scale 2)
Scale 1 Post
Two teachers of English.
Teacher of Technical Subjects.
Teacher of Home Economics (mainly needlework).
Teacher of French.
Teacher of P.E.
Teacher for the Environmental Studies Department.
Teacher of Science.

Application forms and details available from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I. to be returned to the Headmaster of the school as soon as possible.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:

(a) Duties to commence September, 1976.
(b) Application forms and details (S.A.E.) from the Head at the schools.
(c) Closing date March 22, 1976.
Please quote reference 5/3 on correspondence.

ASSISTANT AREA COMMUNITY EDUCATION OFFICER
Salary £4,896 to £5,882
(Barnham P.E. Head of Department Grade 1)

The Officer appointed will be responsible to the Area Community Education Officer for the provision and development of operational, non-vocational and social education activities throughout a variety of youth, community and adult education facilities and organizations in West Somerset. He/she will be based in the area and will need particularly to have experience of youth work.

Application forms and details (S.A.E.) from the Chief Education Officer, Stalling (T) Section, Education Department, County Hall, Taunton.

Secondary

WHITSTONE COMPREHENSIVE, SHEPTON MALLETT
(11-16 mixed, 750)

HEAD OF DESIGN, scale 3. A new and challenging post with responsibility for leading and co-ordinating the work of all staff teaching Art and Craft throughout the school. There are excellent facilities, and the person appointed will be particularly responsible for Woodwork.

HEAD OF CAREERS, scale 2, responsible for developing Careers teaching, individual Careers counselling and liaison with local industry and commerce. Please state other subjects offered.

SCIENCE, scale 1, teaching mainly Combined Science in Lower School with some General Science in Upper School.

Recently completed two-bedroom staff flat may be available. Closing date for the Whitstone posts 15th March.

CRISPIN COMPREHENSIVE, STREET
(11-16 mixed, 1,190)

RURAL SCIENCE, scale 1. Ability to teach General/Combined Science will be useful.

GENERAL SUBJECTS, scale 1, which should include Religious Education. Ability to teach English helpful.

PHYSICAL EDUCATION (male or female)
(a) HEAD OF DEPARTMENT, scale 3.
(b) TEACHER, scale 1. Ability to teach another subject will be useful.

Closing date for the Crispin posts 15th March.

COURT FIELDS COMPREHENSIVE, WELINGTON
(11-16 mixed, 702)

SCIENCE in MATHEMATICS DEPARTMENT, scale 2. Experience of S.M.P. required and willingness to work closely with colleagues in the development of courses, keeping records, etc. Some work in computing may be available. No interested applicants. Closing date 15th March.

POTTERY and ART, scale 1. A subsidiary subject for approximately one third of the time, will be required. Music, P.E. and Humanities are all possible.

ENGLISH and HUMANITIES, scale 2. Middle School training/experience likely to be useful.

THE BLUE SCHOOL, WELLS
(11-16 mixed comprehensive, 1,305, 150 in sixth. Well established courses to Oxbridge entry)

SCIENCE, scale 1. 'A' level suitable for new entrants. But scale 2 post available for experienced candidate.

HISTORY, scale 1: for Lower and Middle Schools, also for other Geography.

HAMPSHIRE

NORTH-EAST AREA

Frogmore Comprehensive School (Mixed 11-18)

Required for September 1976 in this newly opened, developing 11-18 Comprehensive School, which will take its second year intake in September next. (School roll in September 330 (approximately), estimated future roll 1,300 (Group 1)).

Co-ordinator in Mathematics and the Sciences—Scale 4.

To assume responsibility for supervising the development of these subject areas as Faculty Head, overseeing the work of the specialist subject areas as Faculty Head, overseeing the work of the specialist subject teachers.

Teacher to take full responsibility for the development of History within the Humanities Faculty—Scale III.

Teacher to take full responsibility for Modern Languages development in the school, German and French speaking—Scale III.

Teacher to take full responsibility for organizing remedial help for pupils where it is required—Scale III.

Experienced and well qualified teachers required. Further details and forms of application obtainable on submission of a stamped addressed envelope from the Headmaster, Frogmore Comprehensive School, Potley Hill Road, Yateley, Camberley, Surrey GU17 7AG.

Lancashire

County Council

EDUCATION COMMITTEE

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 51, County Hall, Preston, PR1 8JH, unless otherwise stated.

SPECIAL EDUCATION

ORMSKIRK PARKSIDE SPECIAL SCHOOL

DEPUTY HEAD TEACHER, Group 5 (S).

SECONDARY SCHOOLS

DEPUTY HEADSHIP

FULWOOD, SAINT OUTBERT MAYNE R.C. HIGH (AIDED)
(1,300 mixed)
SECOND MISTRESS (GROUP 11) DEPUTY HEAD (SCALE), for September, 1976. Well qualified and experienced for post in senior management team with special responsibility for co-ordinating pastoral work for girls. Modern Buildings, S.A.E. for form/further particulars from the Headmaster, St. Anthony's Drive, Fulwood, Preston PR2 3SD. Closing date 15th March, 1976.

HEAD OF DEPARTMENT

SKELMERDALE AND HOLLAND, ST. THOMAS THE APOSTLE R.C. HIGH (AIDED)
(1,300 mixed)
RE-ADVERTISEMENT
HEAD OF FACULTY OF EXPRESSIVE ARTS, Scale 4. (A specialist musician required to lead a group of talented subjects). Outstanding facilities. Housing available in New Town. Application form/further details from the Headmaster, Glenburn Road, Skelmersdale.

SCALE 2 POSTS AND ABOVE

WHITEACRE SCHOOL, WHALLEY NR. BLACKBURN (Secondary Boarding School) (180 Normal Girls)
For 1st September, 1976, French throughout the school and/or to G.C.E. and/or 'O' level. Candidates seeking first appointments are invited to apply. For form/further particulars from the Headmaster, Tag Lane, Ingham, Preston PR2 3TX. Closing date 15th March, 1976.

BLACKPOOL ST. GEORGE'S HIGH SCHOOL (820 mixed, 11-18)
For September, 1976, Scale 2, French and to introduce German to other pupils. Courses to 'O' and C.S.E. levels. For form/further particulars from the Headmaster, 3 Canons Street, Blackpool, by 15th March, 1976.

PRESTON TULSKETH HIGH (11-18 Comprehensive, 900 mixed)
GIRLS' P.E. and GAMES, Scale 2. An interest in educational dance and/or outdoor pursuits desirable. Required September, 1976. For form/further details to the Headmaster, Tag Lane, Ingham, Preston PR2 3TX. Closing date 15th March, 1976.

BLACKBURN, WITTON PARK HIGH (11-18 Comprehensive, 1,110 mixed)
Required May or September, 1976. PHYSICAL SCIENCES in first two years, CHEMISTRY in years 3 to 5 integrated Science and work with minor pupils of average and below average ability an advantage. Scale 2 post available. Candidates interested in a Temporary Post for the Summer Term also welcomed. Further details/forms from the Headmaster at the school, Boncus Lane, Blackburn (S.A.E. please).

BACUP BLACKBURN COUNTY SECONDARY (330 mixed)
HEAD OF HISTORY and GEOGRAPHY DEPARTMENT for September, 1976. G.C.E./C.S.E. work. Scale 2. For form/further information from the District Education Officer, Education Office, Town Hall, Newtonhall, Rossendale B54 7LZ, returnable to the Headteacher, at the school, Cawfoot Lane, Bacup OL13 9EP.

SCALE 1 POSTS
BLACKPOOL ST. GEORGE'S HIGH (820 mixed, 11-18)
For September:—
(a) English
(b) Mathematics and some English
(c) Mathematics with Computer Studies for other pupils.
Courses to 'O' level. Candidates seeking first appointments are invited to apply. For form/further particulars from the Headmaster, 3 Canons Street, Blackpool, by 15th March, 1976.

LYTHAM ST. ANNE'S ANDREWS COUNTY SECONDARY (1,300)
For French 2DC, returnable to the Headmaster, Crow Hills Road, Lytham, Lancashire, as soon as possible. For form/further particulars from the Headmaster, at the school, Worsley Road, Lytham, Lancashire, as soon as possible.

FULWOOD, SAINT OUTBERT MAYNE R.C. HIGH (1,300)
Girls' P.E. for September, 1976. Multi-sports. Sports Hall. S.A.E. for form/further particulars from the Headmaster, St. Anthony's Drive, Fulwood, Preston PR2 3SD. Closing date 15th March, 1976.

PRESTON TULSKETH HIGH (11-18 Comprehensive, 900 mixed)
Required September, 1976. 1. BIOLOGY to 'O' level and C.S.E. and Nuffield Combined Science courses to the senior forms.
2. MATHEMATICS an interest in Commercial Mathematics on Computer Studies desirable.

For form/further details to the Headmaster, Tag Lane, Ingham, Preston PR2 3TX. Closing date 15th March, 1976.

REYNOLDSHURST COUNTY SECONDARY (1,400 mixed)
BOYS' P.E. teacher—sports complex—interest in drama. S.A.E. for form/further particulars to the Headmaster, Crow Hills Road, Preston PR1 8JH, returnable to the District Education Officer, East Cliff County Office, Preston.

LEYLAND RUSHAW COLLEGE (Co-educational Sixth Form College of 850 students) 'A' and 'A' Level. Interest in General Studies valuable. For September, 1976, French.
For form/further information from the Principal, Longdale Road, Leyland, Preston PR2 3DC, returnable to the District Education Officer, East Cliff County Office, Preston.

LEYLAND ST. MARY'S HIGH, LEYLAND (Comprehensive, Mixed, Number on roll September, 1976, 950)
Longman's Audio-Visual Course used throughout the school. New Language Laboratory and audio-visual classroom. G.C.E. and 'O' Level Courses. Examination work available. An interest in European Studies an added recommendation. For form/further details to the Headmaster, Tag Lane, Ingham, Preston PR2 3TX. Closing date 15th March, 1976.

TRULL C.E. V.A. PRIMARY, NR. TAUNTON
(Group 4)
DEPUTY HEAD, experience with infants essential. Re-modelling of school nearing completion.

ST. JAMES V.A. PRIMARY, TAUNTON
(Group 4)
DEPUTY HEAD, infant experience. Closing date 15th March.

WEDMORE COUNTY FIRST, WEDMORE
(Group 3)
(5-9, 180 on roll. Possibility of becoming Group 4 due to re-organization and merger with another school.)
DEPUTY HEAD. Please state special interest. Closing date 15th March.

Primary
BOWER COUNTY JUNIOR, BRIDGWATER
(280)
Teacher, scale 2. Ability to offer Music/Drama an advantage, but not essential. Closing date 15th March.

Primary
WEDMORE COUNTY FIRST, WEDMORE
(Group 3)
(5-9, 180 on roll. Possibility of becoming Group 4 due to re-organization and merger with another school.)
DEPUTY HEAD. Please state special interest. Closing date 15th March.

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(5-9, 180 on roll. Possibility of becoming Group 4 due to re-organization and merger with another school.)
DEPUTY HEAD. Please state special interest. Closing date 15th March.

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Primary
WEDMORE COUNTY FIRST, WEDMORE
(Group 3)
(5-9, 180 on roll. Possibility of becoming Group 4 due to re-organization and merger with another

SCHOOLS COUNCIL

Applications are invited for an

EDUCATIONAL RESEARCHER

based in London

Duties will involve the conduct and evaluation of studies concerned with possible changes in the school examination system and the curriculum.

Qualifications and experience. A first or higher degree in Mathematics, the Sciences or Social Sciences is essential, as is experience in applied statistical research, preferably in the field of education. Teaching experience and a knowledge of the theory and practice of educational measurement are desirable.

The post, tenable for two years with the possibility of a third, to be filled as soon as possible after 1 May.

Salary, in the range of £4,404-£7,450 plus London weighting with starting salary determined according to qualifications and experience.

Secondment from present post may be negotiated.

Further details and application forms are available from Mr. A. Marshall, Schools Council, 160 Great Portland Street, London W1N 6LL. Telephone No. 01-580 0332 Ext. 351. Closing date for receipt of applications is Monday, 29 March, 1976.

Cambridgeshire County Council
CAREERS SERVICE

Careers Officer

at Wisbech (CAS19)
Salary £2,922-£3,702

Candidates must possess (or expect to obtain) the Dip. YESTB or the Diploma in Careers Guidance.

Further details and application forms obtainable from Assistant Education Officer (Careers), 7 Rose Crescent, Cambridge CB2 3QS. Closing date for applications 14 days after the date of this advertisement.

Cambridgeshire County Council
PETERBOROUGH AREAADVISER
Multi-Racial Education

(Post A 24) (Salary Group 7 Head)

Applications are invited from suitably qualified and experienced persons for this new post which offers a stimulating challenge and opportunity to develop an on-going programme to meet the needs of minority groups.

The person appointed will be based in Peterborough. Car allowance payable. Assistance with housing and removal expenses.

Application forms and further particulars may be obtained from Senior Area Education Officer, 41 Priestgate, Peterborough, to whom application should be made within three weeks of this advertisement.

RECREATION OFFICER

Misc 7/8 £2,952 to £3,447 including London Weighting. Responsible to the Manager for the safe and effective operation of the Centre. Some supervisory duties will be performed. The postholder will be required regularly to work in the evenings and at weekends for which enhancement to the basic salary will be paid.

A sports qualification would be an advantage. Ref: LS/25/54XZ. This post is at QUEENMEAD SPORTS CENTRE which is a new joint use Recreation/Education Sports Hall.

The sports offered will include gymnastics, football, badminton, basketball, golf practice and table tennis. Exhibitions, demonstrations and recreational pursuits such as dancing and keep-fit are also proposed. FRINGE BENEFITS may include up to £400 legal fees incurred in house purchase, 75 per cent removal expenses or a lodging allowance in approved cases. HILLINGDON is situated to the west of Greater London, borders on Bucks and Herts, yet offers easy access to Central London. One-third of its 42 square miles is Green Belt.

LONDON BOROUGH OF HILLINGDON. Application forms and further details from the Personnel Officer, quoting vacancy reference Belmont House, Uxbridge, Middlesex UB8 3TR. Tel.: Uxbridge 52281. Closing date March 19, 1976.

OVERSEAS
Appointments continued

CANADA
JUNIOR COLLEGE SCHOOL, Vancouver Island, British Columbia. (Teaching) co-educational. 24 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

NAIROBI
NATION COLLEGE BOYS' SCHOOL, Nairobi, Kenya. (Teaching) co-educational. 100 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

SWEDEN
THE SWEDISH CENTRE FOR INTERNATIONAL CO-OPERATION IN EDUCATION, Stockholm. (Teaching) co-educational. 100 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

SPAIN
YOUNG TEACHERS required, qualified or unqualified, to teach ENGLISH in a secondary school in Madrid. Salary £2,952 to £3,447 including London Weighting. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

SWITZERLAND
International Boarding School in Switzerland. (Teaching) co-educational. 100 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

GERMANY
German language school in Germany. (Teaching) co-educational. 100 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

ITALY
Female TEACHERS of ENGLISH required by a boarding school in Italy. Salary £2,952 to £3,447 including London Weighting. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

THE VOLUNTEER CENTRE

The Volunteer Centre is a national agency established to promote and assist increased community involvement in the health, education, social and cultural services in both the statutory and voluntary sectors. It is funded by the Home Office and by charitable trust, and seeks to provide, through its information, training and development units, advice and guidance on the more effective and imaginative involvement of volunteers. The Centre is based in Birmingham, 25 minutes by train from London, Euston.

GREECE
TEACHER required for school in Greece.

Write to: Mrs. L. Davallaris, 3 Alexandras, Thessaloniki, Greece.

Administration

Local Education Authority

BUCKINGHAMSHIRE COUNTY COUNCIL, CANNISBURY, BUCKINGHAMSHIRE. SENIOR COUNCIL OFFICER. Salary Scale 14-15 £5,566 to £6,566. The above post is for a senior officer to act as a deputy to the Senior Council Officer. The postholder will be responsible for the day-to-day running of the Council's administrative services. The postholder will be required to work in the evenings and at weekends for which enhancement to the basic salary will be paid.

HARINGEY
London Borough of Haringey. (Teaching) co-educational. 100 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

HARROW
EDUCATION COMMITTEE, Harrow. (Teaching) co-educational. 100 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

LONDON
INNER LONDON EDUCATION BOARD. (Teaching) co-educational. 100 students. The above school would be interested to meet any ONE of a combination of the following academic areas to the following standards: (1) PHYSICS, (2) MATHEMATICS, (3) SCIENCE. Teachers would also include responsibility of an extra-curricular nature and to act as a role model in the school. Teaching experience in outward bound activities, in addition to the above will be an essential requirement. Applications should be sent to: Mrs. Carroll Milburn, 1974, 1975, 1976, 1977, 1978, S.W.G. Telephone 01-750 1628, to make an appointment for an interview in London on Wednesday, March 24th, 1976.

ENGLISH LANGUAGE INSTRUCTOR

Saudi Arabia
£5500+ tax free

We're looking for an English Language Instructor to teach continuation English to local nationals in conjunction with an on-the-job training programme relating to an engineering project run by Lockheed Aircraft International. You should be a qualified teacher with an appropriate degree and experience in teaching English to foreign nationals. For a 30 month contract your earnings will be £5,564 per annum TAX PAID plus an attractive end-of-contract bonus. In addition, you will receive free furnished accommodation, medical care and life assurance, and twice yearly leave with air fares paid. If we're speaking your language phone now (reverse charges) on 01-571 0878 or 01-571 1808 for an application form or write to the

Recruitment Officer, International Aeradio Limited, Aeradio House, Hayes Road, Southall, Middlesex.

THE BERMUDA HIGH SCHOOL FOR GIRLS
Richmond Road, Pembroke 5-34

BERMUDA

Requires for September 1976 trained and qualified men and women teachers for the following posts:

1. Senior History:

to teach History throughout the Senior School to University entrance level and to take responsibility for the subject.

2. Senior Mathematics:

to teach Mathematics throughout the Senior School to University entrance level and to take responsibility for the subject.

Candidates for both posts must possess a first degree from a recognised university, a postgraduate Certificate in Education, preferably should have experience of teaching in a school, and a minimum of three years' experience in the subject. Further details concerning these posts and salaries to be paid are available from the Headmaster to whom all application plus curriculum vitae should be sent by AIR MAIL by mid-March. Interviews for shortlisted candidates in London in early April.

TEACHER/LIBERIA

The Bong Mining Co., a joint effort by Government and major German and Italian steel producers, requires a fully qualified teacher, with at least 5 years experience, to teach children of British expatriate staff to 'O' Level standard. The successful applicant is likely to be aged between 28 and 45 and should have a Math/Science background. The applicant will be required to build up secondary education from an existing primary school base to meet demand for a growing British staff sector, and to teach as many subjects as possible. A salary of approx. \$15,000 p.a. is paid in U.S. dollars, fully transferable and subject to a low rate of tax. Family housing or single accommodation is provided free. Excellent sport, recreational and health facilities in a community of 350 expatriates, mainly from Germany and other European countries. This is a permanent position with an initial two year contract followed by 3 months paid leave. Applicants should give details of age, experience and list of subjects they can teach to 'O' Level standard.

Applications to Keith Lawson M.I. Mech.E. 27 Broadgate Way, Warrington, Peterborough PE8 6UN

BONG MINING COMPANY

ENGLISH LANGUAGE INSTRUCTOR

Saudi Arabia
£5500+ tax free

We're looking for an English Language Instructor to teach continuation English to local nationals in conjunction with an on-the-job training programme relating to an engineering project run by Lockheed Aircraft International. You should be a qualified teacher with an appropriate degree and experience in teaching English to foreign nationals. For a 30 month contract your earnings will be £5,564 per annum TAX PAID plus an attractive end-of-contract bonus. In addition, you will receive free furnished accommodation, medical care and life assurance, and twice yearly leave with air fares paid. If we're speaking your language phone now (reverse charges) on 01-571 0878 or 01-571 1808 for an application form or write to the

Recruitment Officer, International Aeradio Limited, Aeradio House, Hayes Road, Southall, Middlesex.

BAHRAIN
ST CHRISTOPHER'S SCHOOL
(700 expatriate pupils, mainly British, aged 4-11)

DEPUTY HEADSHIP

A suitably qualified and experienced Deputy Head Teacher is required from September 1, 1976, to take overall responsibility for the Upper School with 330 pupils on the roll. A good background of experience in a post of senior responsibility is needed for this appointment. Free fully furnished air conditioned accommodation and generous allowance are provided. Two year contract renewable on passage and termination gratuity. Employer's contribution paid to U.K. superannuation scheme. Salary in the range BGS.438 to BGS.978 plus a local allowance of BGS.400 per month. No income tax at present. The Bahraini Dinar is now worth £1.25p.

TEACHERS

At Infant and Junior level from September 1, 1976. Candidates should be single, or married couples without children where both are teachers. A minimum of three years' previous teaching experience is required. Salary scale BGS.232 to BGS.412 according to qualifications and experience. Two year contract, local allowance of BGS.400 per month, and other conditions as for Deputy Headship. For further particulars and application forms please write to Mr. G. B. Harrison, GABBITAS-THIRING SERVICES, 44, 45 & 46, Sackville Street, Piccadilly, London W1X 9LL or telephone his Secretary on 01-734 0161.

Education Overseas
LesothoTrade Instructor—
Auto Engineering

To instruct first year Mechanic Students and assist with curriculum development. Applicant should have a full technological curriculum in Automobile Engineering or an equivalent qualification. Appointment for 2 years. Salary in range £2,669-£4,371 per annum which includes an allowance, normally tax free, in range £1,122-£2,340 p.a.

Botswana

Primary Teacher Educators (5)

a Curriculum Development
b Mathematics
c Science
d Infant Methods
e Social Studies

To assist with initial training of teachers; to assist at Primary Schools by undertaking frequent informal visits; to formulate where necessary alternative approaches to primary syllabuses; to be engaged in a programme of in-service work. Applicants, aged 25 to 45, must be trained teachers with a minimum of 3 years primary teaching experience or evidence of further study. Appointment for 2-3 years. Salary in range £2,744-£6,260 per annum which includes an allowance, normally tax free, in range £1,212-£2,318 per annum.

Other benefits (all posts) include a terminal gratuity of 25 per cent per annum of basic salary, on passage, paid leave, children's education and subsidised accommodation. An appointment grant of up to £300 and an interest free loan of up to £500 may be payable in certain circumstances. Superannuation scheme of the United Kingdom.

For full details and application form please apply to the post concerned, and giving details of age, qualifications and experience to:

Appointments Officer, Ministry of Overseas Development, Room 301, 10, Whitehall, London SW1E 5PP.

TECHNICAL EDUCATION OVERSEAS

Nicaragua

Head of Department
Mechanical EngineeringHead of Department
Civil/Construction Engineering

At the Nicaragua Technical Institute to organise and direct their respective Departments; organise courses at Technician level; supervise installation of equipment; train a local counterpart. Applicants, under 55, must be graduates in an appropriate discipline and have teaching experience in a UK Technical College together with relevant industrial experience. Appointment for 2 years. Salary in excess of current UK earnings plus a variable tax free allowance in range £1,175-£2,425 p.a. Other benefits include free family passages, paid leave, children's education allowances, and free accommodation and medical attention. Superannuation rights may be preserved and all emoluments are paid by the Nicaraguan Government. Applicants should be citizens of the United Kingdom. For full details and an application form please apply giving details of age, qualifications and experience to:

Appointments Officer, Ministry of Overseas Development, Room 317/MR, Eland House, Stag Place, LONDON SW1E 5DH.

SINT MAARTEN:
The Friendly IslandNETHERLANDS ANTILLES
(DUTCH WEST INDIES)

Information concerning excellent salary and service conditions will be sent to all selected candidates for the following posts for which experience of and interest in education in the Caribbean will be a strong recommendation.

Interviews arranged in London during Easter vacation.

The Commissioner for Education to the Island Government of Sint Maarten invites applications for the following posts (August 1, 1976):

TWO LECTURERS
(one Principal) to set up temporary full-time Primary School Teacher Training Scheme. Applicants should have experience of teaching children between six years and 12 years, of Primary School Curriculum Development and at Teacher Training and/or In-service Advisory Work with Primary School Teachers.

ONE PRIMARY SCHOOL ADVISER
to help in Curriculum Development for 8 to 9-year-olds and to supervise, advise and train teachers for active learning situations in all-ability classrooms.

TWO TEACHERS FOR PRIMARY SCHOOL
with experience of active learning in all-ability classrooms with children aged 6 years to 9 years.

ONE REMEDIAL TEACHER
for work with backward children in Primary Schools and for training teachers in the use of remedial materials and techniques.

Applicants for these posts should send three references and details of qualifications and experience to: Mr. Joseph Richardson, Commissioner for Education, Island Government of Sint Maarten, Philipsburg, Sint Maarten, Netherlands Antilles.

The Board of the Foundation of Professional and Vocational Training invite applications for teaching posts in English High School, September 1, 1976. Secondary School Teachers for all subjects except foreign languages teaching to "O" level and "A" levels. Combinations of subjects will be a recommendation.

Applicants should send three references and details of qualifications and experience to: Chairman of the Board, Foundation of Professional and Vocational Training, Philipsburg, Sint Maarten, Netherlands Antilles.

MATHS AND PHYSICS INSTRUCTOR

Bahrain
£5,000+ tax free

International Aeradio Limited is a major company involved in telecommunications and aviation services worldwide.

A senior instructor is required for the Civil Aviation Training Unit in Bahrain.

Applicants should have a relevant degree coupled with experience in the organisation and administration of a training centre.

Contract is initially for one year and free married furnished accommodation is provided together with medical care.

For more information contact John Davies, International Aeradio Limited,

Aeradio House, Hayes Road, Southall, Middlesex. Tel: 01-571 0878.

The British Council
Invites applications for the following posts:Inspectors of English—Primary
(Cameroon)

Educational Delegations for West, East and North Provinces. Three members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes, advise teachers, organise in-service courses. Degree in English or Modern Languages, postgraduate TEFL qualification and experience, fluent French essential. Teacher training experience desirable. Salary: £4389-£5409 p.a. tax free. Benefits: overseas and children's allowances; free accommodation. Two-year contract, renewable.

76 IIT 4-6

Heads of English Departments (Yemen)

All Thawra Secondary School for Boys, Hodeidah. Gamal Abdul Nasser Secondary School for Boys, Sana'a. Candidates, men only, must have British educational background. A degree, preferably in English or Modern Languages, and/or a 'Teacher's' Certificate, together with a TEFL qualification and 3 years' experience are essential. Salary: £4389-£5409 p.a. tax free. Benefits: free furnished accommodation; overseas and children's allowances. Two-year contract, renewable.

76 AS 6

Lecturer in English (Cameroon)

Ecole Normale Supérieure, Bamili. To lecture to student teachers on methodology of TEFL/TEFL, plus some English literature teaching. Degree, postgraduate TEFL qualification and experience, knowledge of French essential; teacher training experience desirable. Preferably aged 30-40. Salary: £4389-£5409 p.a. tax free. Benefits: overseas and children's allowances; free accommodation. Two-year contract.

74 MT 26

Lecturer in English (Czechoslovakia)

Pelacky University, Olomouc. Arts degree, TEFL qualification and 2 years' relevant experience essential. Single candidates aged 25-40 years. Salary: 2120 Kcs per month tax free, non-convertible. Sterling subsidy of £1787 p.a. paid in Britain. Benefits: free accommodation; employers' portion of superannuation. Contract for one academic year (12 months), renewable.

76 SU 18

Teacher of English (Ivory Coast)

Ecole Normale Supérieure, Abidjan. To teach English and TEFL. Methodology. Degree with postgraduate TEFL qualification, overseas experience, good command of French essential. Salary: £4389-£5409 p.a. tax free. Benefits: overseas and children's allowances; free accommodation; medical scheme. Two-year contract.

75 IIT 12

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference numbers for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

